DOCUMENT RESUME

ED 177 783 EC 121 176

AUTHOR Kowalski, Anthony P., Ed.; Payne, Joyce, Ed.
TITLE Special Education in the Great City Schools: IEP and Personnel Development.
INSTITUTION Council of the Great City Schools, Washington, D.C.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE Sep 77
GRANT G007603441
NOTE 139p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Administrator Role; *Compliance (Legal); Elementary Secondary Education; Federal Legislation; *Handicapped Children; *Individualized Programs; *Inservice Teacher Education; Teacher Education; Teacher Workshops; *Urban Schools
IDENTIFIERS *Education for All Handicapped Children Act

ABSTRACT

The booklet includes eight presentations from workshops organized by the Council of the Great City Schools on issues in implementing P.L. 94-142, the Education for All Handicapped Children Act. The first section, by J. Harvey, presents an overview of federal laws and regulations concerning the individualized education program and comprehensive system of personnel development. Three articles in the second section address the issue of individualized education programs. Articles include "The Individualized Education Program: Some Observations" (J. Camille Vautour, M. Vautour); "The Design, Implementation and Evaluation of an IEP" (R. Brown); and "The Individualized Education Plan as a Child Find Instrument" (R. Rinaldi). The requirements for a comprehensive system of personnel development are addressed by three papers in the third section: "Planning for the Implementation of a Comprehensive System of Personnel Development" (J. Payne); "Comprehensive System of Personnel Development - the Total Process" (E. Dambruch); and "Special Education Personnel Development - An Urban Administrator's Perspective" (A. Sullivan). A. Kowalski concludes the document with a paper on "The SETAC (Special Education Technical Assistance Consortium) Regional Training Workshops". (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED177783

5

SPECIAL EDUCATION

IN THE

GREAT CITY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

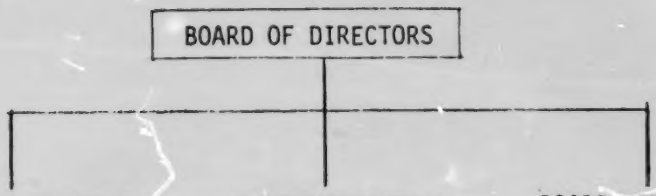
IEP & PERSONNEL DEVELOPMENT

EC 121176

Anthony P. Kowalski & Joyce Payne
Editors

The Council of the Great City Schools — Washington, D.C.

The Council of
The
Great City Schools



GREAT CITIES	SUPERINTENDENTS	BOARD MEMBERS	SPECIAL EDUCATION DIRECTORS
Atlanta	Alonzo A. Crim	Benjamin E. Mays	Oscar Boozer
Baltimore	John L. Crew	Howard Marshall	Robert T. Rinaldi
Boston	Marion J. Fahey	Paul R. Tierney	Theodore Riggen
Buffalo	Eugene T. Reville	Florence E. Baugh	John E. Paupst, Jr.
Chicago	Joseph P. Hannon	Louise C. Malis	Louise G. Daugherty
Cleveland	Paul W. Briggs	Joseph M. Gallagher	Keith E. Gainey
Dade County	J.L. Jones	G. Holmes Braddock	Wylamerle Marshall
Dallas	Nolan Estes	Eugene S. Smith, Jr.	Frances Allen
Denver	Joseph E. Brzeinski	Omar Blair	Theodore R. White, Jr.
Detroit	Arthur Jefferson	Carolyn B. Kennedy	George F. Adams
Long Beach	Vernon Hinze	Elizabeth Wallace	H. Edward Ahrens
Los Angeles	William J. Johnston	Howard Miller	Alfonso Perez
Memphis	John P. Freeman	Frances Coe	Harold Perry
Milwaukee	Lee R. McMurrin	Evelyn T. Pfeiffer	William Mulloy
Minneapolis	Raymond Arveson	W. Harry Davis	Arnold M. Rehmann
Nashville	Elbert D. Brooks	L.C. Biggs	Sheffield Nasser
New Orleans	Gene A. Geisert	Mack J. Spears	Joan E. Eymard
New York City	Irving Anker	James F. Regan	Helen M. Feulner
Norfolk	Albert Ayars	Vacant	James H. Robinson
Oakland	Ruth Love	Barney E. Hilburn	Al Tudyman
Philadelphia	Michael P. Marcase	Arthur W. Thomas	Win L. Tillery
Pittsburgh	Jerry C. Olson	Evelyn Neiser	William W. Penn
Portland	Robert W. Blanchard	Phyllis Wiener	Richard Sonnen
St. Louis	Robert E. Wentz	Joyce Bowen	Walter Kopp
San Diego	Thomas L. Goodman	Dorothea Edmiston	Scott C. Gray
San Francisco	Robert Alioto	Lucille Abrahamson	Martin J. Dean
Toledo	Frank Dick	Edward S. Foster, Jr.	Robert Carson
Washington, D.C.	Vincent Reed	Carol Schwartz	Doris Woodson

SPECIAL EDUCATION

IN THE

GREAT CITY SCHOOLS

IEP & PERSONNEL DEVELOPMENT

Anthony P. Kowalski & Joyce Payne
Editors

EC121176

September, 1977

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Joan A. Welch
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Council of the Great City Schools
Washington, D.C.

The work performed herein was done pursuant to a grant from the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare (G007603441). The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

TABLE OF CONTENTS

PREFACE V

A. Overview 1

1. Overview of Federal Law and Regulations (based on comments made by Jasper Harvey) 2

B. Individualized Education Program (IEP) 14

1. The Individualized Education Program: Some Observations 15
J.A. Camille Vautour
Mary E. Vautour

2. The Design, Implementation and Evaluation of an IEP 34
Ronald C. Brown

3. The Individualized Education Plan as a Child Find Instrument 56
Robert T. Rinaldi

C. Comprehensive System of Personnel Development (CSPD) 63

1. Planning for the Implementation of a Comprehensive System of Personnel Development 64
Joyce Payne

2. Comprehensive System of Personnel Development - The Total Process 76
Edward Dambruch

3. Special Education Personnel Development - An Urban Administrator's Persepctive 84
Allen R. Sullivan

D. SETAC 99

1. The SETAC Regional Training Workshops 100
Anthony P. Kowalski

E. Contributor Biographical Sketches 118

LIST OF FIGURES

Section B

1-1 Public School Instructional Alternatives 22

1-2 Special Education Responsibilities 22

1-3 Regular Education Instructional Responsibilities 24

1-4 Joint Regular and Special Education Responsibilities 24

2-1 Administrative Organization 37

2-2 Planning Participants 39

Section C

2-1 Stages of the Process 77

Section D

1-1 Combined Status of Implementation of P.L. 94-142 101

LIST OF TABLES

Section C

3-1 Special Education Organizational Schema 86

3-2 Matrix Design for Personnel Development 89

PREFACE

An assessment of needs in the large city school systems conducted in the Fall of 1975 revealed two central issues of prime importance in the implementation of the Education for All Handicapped Children Act (P.L. 94-142): the Individualized Education Program (IEP) and a Comprehensive System of Personnel Development (CSPD). In four regional workshops organized by the Council of the Great City Schools through its Special Education Technical Assistance Consortium (SETAC), both these issues were treated at great length. Top special education administrators from each of the large cities were involved in the training sessions.

The first objective at each workshop was to give a clear picture of the law and the proposed regulations at the time. This was accomplished masterfully by either Dr. Jasper Harvey or Dr. Dan Ringleheim, division heads of the Bureau of Education of the Handicapped in Washington.

The second objective involved a focusing in on the two topical areas through major presentatives on the issues involved, while providing a forum to discuss mutual concerns in large cities of the region. A variety of presenters were used to stimulate discussion in each region. State Department personnel from the respective states also participated.

The third objective was to provide models of functional programs that are currently being utilized within the Council membership. Attempts were made to secure models in each region of the country, and provide an opportunity for analysis and discussion.

The following series of articles represent some of the major presentations at these workshops. They are divided into four sections: a) Overview of the Law; b) The Individualized Education Program; c) The Comprehensive System of Personnel Development; and d) The SETAC Project.

SECTION A

OVERVIEW

An overview of the precise legal and statutory language pertaining to both Individualized Education Program (IEP) and Comprehensive System of Personnel Development (CSPD) is necessary. This first article is based upon the presentations made by Dr. Jasper Harvey, Director of the Division of Personnel Preparation at BEH, at the St. Louis and Baltimore Regional Workshops. It gives a brief historical background to the issues and what Dr. Harvey calls as a "walk through" of the law and regulations relating to both IEP and CSPD.

OVERVIEW OF FEDERAL LAW AND REGULATIONS

Jasper Harvey

OVERVIEW OF FEDERAL LAW AND REGULATIONS

The following review of the law and regulations relative to the individualized education program and comprehensive system of personnel development is based upon comments made by Dr. Jasper Harvey, Director of the Division of Personnel Preparation, BEH, at the Regional Training Workshop of the SETAC Project in the Great Cities.

Beginning in 1961, studies were being reported out of the Research Department of the Chicago Public Schools which challenged some of the conventional wisdom in special education. At the CEC meeting that year, Frances Mullen, the Assistant Superintendent for Special Education in Chicago, described the results of a million dollar project they had undertaken. They were trying to prove that, if good self-contained special education classes were being provided, youngsters would advance more academically and socially. The studies did not bear this out. Instead, they showed that, if the child was left in the regular classroom, he/she would advance more socially and, if left in the special education class, would advance more academically.

That research information precipitated a great deal of argumentation and further study in the special education community. In 1968, Lloyd Dunn reported to CEC in New York some of the research he had been doing about including the mildly handicapped within special classrooms. Since then, there has been a growing concern about the most efficacious placement of various kinds of exceptional children.

Beginning in 1969, the legislative committee of CEC under the direction of Leo Connor of New York, began considering the legislative means that needed to be pursued by all professional organizations dealing with

exceptional children. There was a nucleus of people who felt that the time was ripe for congressional action. Senator Harrison Williams of New Jersey introduced his first version of S-6 in the early 70's. Congressman Brademas and others in the House similarly came up with the first of many companion House resolutions. Eventually it was signed as the ESEA Amendments of 1975, P.L. 94-142, on November 29, 1975 by then President Ford.

Through all the testimony that lead up to P.L. 94-142, the most critical concern that seemed to emerge was individualized planning. If special education were truly to be special, there would have to be some kind of individualized educational planning for each child. It was felt that it should be a written plan which could be monitored at least on a yearly basis.

As eventually incorporated in the law, there are four basic elements that constitute the IEP. First, it is a written statement. Second, it must be developed in a meeting by representatives of the local education agency or intermediate education unit qualified to provide or supervise the provision of specially designed instruction to meet the needs of the handicapped child. Some school people have remarked humorously that attorneys are the only people qualified to write an IEP. This, however, was not the intent of Congress. Nor was it the intent of the drafters of these regulations. A person qualified in terms of association with or employment by a local educational agency or intermediate unit does meet the requirement.

Third, the meeting also shall include the child's teacher, his parents or guardian and the child to be served (where appropriate). No employee of

the local educational agency or intermediate education unit should serve as surrogate parent.

Fourth, the statement itself shall include: (a) the child's present level of performance; (b) annual goals, including short-term instructional objectives; (c) specific educational services to be provided and the extent to which the child can participate in the regular education program; (d) the projected day for beginning services and their anticipated duration; (e) appropriate objective criteria, evaluation procedures and schedules for determining whether the instructional objectives are being met at least on an annual basis.

Many people around the country are talking as if the law requires every child to be mainstreamed. That was not the intent. Rather, we are here dealing with the child's least restrictive environment, which grows out of his or her individual IEP. This is a very critical concept. If the child needs some type of placement in a self-contained setting, that is perfectly legal as long as it is in relationship to that child's IEP as worked through by the people responsible for it.

The projected day for beginning and ending services is also to be specified. The idea here is to prevent a child from being placed in a setting and then forgotten. In the past, many children have been placed and then never looked at again over a period of four, five or six years.

Section 612.4 of the law and 121a.30(a) of the regulations requires that each LEA maintain records of the individualized education program for each handicapped child. Section 613a.11 requires, furthermore, the evaluation of IEP's on at least an annual basis. There is a requirement that BEH begin to examine this requirement carefully. The first report on the efficacy of the IEP will be available to Congress no later than February 1, 1978.

Section 614.s.1c.III of the law and 121.a.106 of the regulations provides for the participation and consultation of the parents or guardians. And then Section 614.a.5 requires each state's assurance that the LEA or IEU will establish or revise the IEP at the beginning of each school year and then will review and, if appropriate, revise its revisions periodically but not less than annually. This particular section has created much concern and discussion on the part of local placement people due to the Staff time required.

In St. Louis, the question came up: Does the IEP preceed the placement of a child the first time he or she is placed? That is the intent of the law and that is the intent of the regs. There was a rather forceful statement by a state director at that time, asking: How can you get the child placed if you don't make some decisions, put him in special education and then do the IEP? If you do that, this violates the whole intent, because the intent is that the child be assessed and that the IEP indicate what the placement would be. This is something that is going to require clarification, because there seems to be a broad range of interpretations being made around the country today.

Section 615.b.1c. requires a written prior notice to the parent or the guardian of a child, when they propose either to initiate, to change or to refuse to change the identification, evaluation or educational placement of a child. The content of this notice is addressed in the regs. 121a.405. Each state or each LEA has the privilege and/or the prerogative of adding anything they wish to add to these basic minimum components of the IEP.

What are some of the benefits of the IEP, for the child? It's a safeguard that assures that a written plan will be developed by an educator, with input from the child's teacher - the referring teacher - at that time, his parents, and the child himself, or herself. Ideally, the diagnostic and developmental data available to these individuals will allow them to understand the child's unique learning needs and characteristics and enable them to plan a program to meet those needs and characteristics.

For the receiving teacher, the IEP provides a basis for planning, not the specifics for day-to-day teaching. Many of the IEP's look almost like a computer print-out of a cook book, saying precisely what the teacher must do. This isn't the intent at all, because the assumption is that the basic data must be adequate and the teacher skills sufficient to allow him or her to analyze and interpret the behavior of a child and facilitate individual planning based on the targeted objectives. This is where personnel preparation is very critical. If the teachers are appropriately prepared, then they don't need a print out.

For both the child and the teacher there is the advantage that a child's IEP will be reviewed and updated at least annually. This should assure that the child not remain static over an extended period of time and, further, that the teacher can be held accountable for the child's progress. Now, accountability does not mean a contractual relationship. General Counsel has ruled that the IEP is not a contract. Therefore, the teacher is not liable to legal action in terms of not fulfilling it. Hopefully, this will not get into the courts, but this is the interpretation from the federal level.

If there's no progress, then certainly it evolves upon the teacher to request a change in the IEP's focus as to priority areas. The more severely involved the youngster is and the younger he or she is, the more frequently it will be necessary to review what's happening in relation to the IEP. In summary, then, the IEP protects both the child and the teacher, with responsibility assumed by the teacher to question the plan, to collect data, to modify the plan, and to be involved on a one-to-one basis with the child. This is such a critical aspect that we simply cannot overlook it.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

In the regs themselves, the comprehensive system of personnel development is addressed on page 56987 and 56988. This is one of the most comprehensive sections in the regs. It has received quite a lot of comment. Some felt that, if it were translated to the guidelines as specifically as it is in the regulations, it would be a bit difficult to implement.

All this grows out of section 613.a.3, in the statute itself. One of the questions that was asked in Reston, when the regulation input teams were dealing with suggested regulation was, "Why in the world is there such a small amount within the law itself, yet it says so much?" The idea was that it would be a bit ridiculous for the Act itself to attempt to detail this part. The intent was to give professionals the opportunity of looking at this very important section. For this reason, when the Division for Assistance to States was inviting people to come to Reston and attend to 613.a.3, and 614.a.1c.I, they invited 13 people of very different backgrounds to come in and address this particular part.

There was one state director of special education, one local director of special education, one regular classroom teacher, two special education

teachers and two handicapped adults. There were five people representing institutions of higher education in one way or another. Two of these were in departments of special education, one from a department of speech and hearing, one in therapeutic recreation, and one college of education dean. That individual has had a wide background of experience. He was a superintendent of schools, a state superintendent, and is now a university dean.

In looking at the regulation aspect, this group addressed not only the quantitative aspects, but also the qualitative aspects of personnel preparation. When you begin tracking the parts of the regulations that impinge upon comprehensive personnel preparation, the priorities that are listed in section 121.a.210 address a very important area. The law itself and the regs state that those who are unserved should be served first.

The second priority goes to the youngsters that are now receiving services, but are inappropriately served, not fully served. One of the major questions that seems to come up again and again, is "How can we address these two priorities, when we cannot spend a part of our monies on training individuals who either have minimal skills or lack the skills to serve the most severely handicapped or the unserved, first?" A consensus seems to be emerging that would permit these two services in relationship to training of personnel.

One of the major questions asked at the Administrative Workshop in Alexandria in January was "You know where we are and we know where we've been over two and a half years and we still haven't the appropriately trained people. And if you won't let us spend some of these funds for

training personnel, then we still are in trouble in meeting these first two priorities." So that's an area that needs to be looked at quite carefully.

TRAINING MONEY

It would seem that at this point and probably for a period of time, there will not be sufficient funds to use on in-service training. Rather than using Part B funds under 94-142, it would probably be better to use Part D funds, that are in Public Law 93-380, and renewal is included in Senator Jennings Randolph's S.725.

The FY78 budget still includes only $45,375,000.00 - the same amount of money that the '77 budget included. Those FY77 dollars are being allocated now. Last year's budget was about the same. Actually, it was $40,375,000.00, but the recission case resulted in about $4.8 being allocated on a one year only basis. Of the FY77 dollars, five million is earmarked specifically for in-service training only. The Division of Personnel Preparation has been very careful to track those dollars and be certain that they are in-service monies. In their printed budget, they have strained out pre-service and in-service monies in each of the 12 priority areas.

Quite a sizeable amount of money already is earmarked for in-service training. And in spite of what a lot of people seem to think, Part D monies are available not only to institutions of higher education and state education agencies, but also intermediate education agencies, local education agencies, and other non-profit agencies. About two-thirds goes to IHE's, a fifth goes to SEA's, about seven million go to LEA's, and the remainder to other non-profit agencies.

In Senator Randolph's bill, the authorization for FY79 is $75 million. That is to go up $5 million a year, up to $100 million by 1983. In making this request the BEH and its personnel had worked through about seven areas of justification for requesting going up from $45 million to $75 million.

One-third of the hoped for $75 million budget, or $25 million, will be allocated to train regular educators in the interface with special education teacher support personnel and administrators. This is a very critical area. BEH is encouraging at the pre-service level that colleges and universities begin to develop a model for a support person who gets into the regular classroom and has skills not only in working with children that are mainstreamed, at least a portion of the day, but also excellent skills in working with adults in terms of the supportive relationship - a co-equal kind of relationship.

A number of colleges and universities are saying that at this point they are training these kinds of people. However, school administrators in the LEA's frequently note that such resource people deal quite well with children, but their interpersonal skills in dealing with adults leave something to be desired.

There is a portion of the comprehensive plan, 121a.250, that addresses the use of state educational agency allocations for direct and supportive services. This includes implementing the comprehensive system of personnel development.

The scope of the system actually is outlined in 121a.260. This language is almost verbatim from 613.a.3a and it tells you what the annual program plan must include. Some of the aspects of the Approved Program Plan (APP) are not as specific as in this section 260. But, if one reads

it carefully, one sees that all of it is inferred. If the APP were as specific as the regs are, at this point, it would be almost impossible for any state to be in precise compliance.

From a local level, if one looks at section 260 and uses it in relationship to the state's APP, then one finds that some of the specifics are spelled out. Some state departments have indicated that they like the specificity.

ANTECEDENTS OF COMPREHENSIVE PLAN

In 1974, as a result of what was coming up with 766 in Massachusetts, what had begun already to emerge since 1970 in Texas with their Senate bill 230, what was emerging from legislation in California and other states that were moving a bit ahead, LEA's were beginning to say: "We need these kinds of people, with these kinds of training. And the universities are producing other kinds of people. And when you're starting planning there might be an enormous overlap rather than a meshing." So, the Bureau of Education for the Handicapped began urging Z cycle states in 1974 to begin cooperative state planning. As a result, 38 states now have begun some cooperative state planning. Their state directors are now working on the APP. Many of those states are finding that as a result of this initial planning, all concerned have talked through a good bit of anxiety and hostility. But there still is not total agreement as to who shall do the training, who shall be trained, and under what circumstances. This comprehensive state planning aspect allows any one of these levels that are funded by DPP to do the training.

It would be well to look at how the regs define a number of terms. In 121a.261, there's the definition of appropriately and adequately prepared and trained. This language is directly in 613a.3a, and it goes into

the goal of requiring certification for both regular and special educators. For those who are not certified, there is to be a planned program over a prescribed period until the teacher becomes full certificated. Time lines are required here. In order to provide the least restrictive environment, certainly one needs fully certified teachers.

121a.262 addresses participation of other agencies and institutions in the comprehensive planning needed for personnel preparation. The intent, here, was that input begets responsibility. Anyone who has any interest in preparation of personnel from the consumer level on up or down, whichever it is, needs to be given the opportunity for input. Obviously, a committee that is charged with writing the comprehensive plan for the state has to be relatively small, but there will be public hearings.

The committees that have been developed under the cooperative state planning have generally included about 12 people. With a fairly wide spectrum of backgrounds and with one-third rotating off each year and new people coming on, a variety of persons will be included. Also, it does not mean that ad hoc subcomittees cannot be used to do a great deal of planning.

Section 121a.263, which addresses in-service training, is fairly specific. It considers an annual needs assessment, the provision of innovative in-service training, the need for new personnel and the re-training of personnel already there, some of the SEA commitments, the need for ongoing in-service, the provision of various kinds of incentives, and the inclusion of the local staff and in-service training.

The areas of training are fairly well outlined here in the in-service training: the IEP, non-discriminatory testing, least restrictive environments, procedural safeguards, parent surrogates and due process hearings.

We need to look very carefully at the definition of in-service training. It is extremely broad. In-service training includes any training other than that which is being done by a full time student, registered in a college or university in a program that leads to a degree. For example, if a person is not certificated, and he or she lacks the equivalent of three units, and State certification permits, you may say: "there's a university course that would fit into this, there's one of the state training courses that would fit into it, and there's a local in-service that would work, too." Some states have a much broader spectrum than others. This allows you, at the LEA level, "where the rubber hits the road," to plan in-service training in a rational way and within a very broad range of options

SECTION B

INDIVIDUALIZED EDUCATION PROGRAM

Different approaches to the Individualized Education Program are reflected in large city school systems across the country. The Vautours, in their article, attempted to show that much of the information required in an IEP can be found in existing documents in a school system. A single reorganization is all that is needed in most instances. They also point out the central role of classroom teachers, and suggest strategies to enhance their effectiveness.

Ron Brown describes a comprehensive training program in the Pittsburgh Public School System. It was a collaborative effort with the Western Unit of the Vocational Learning Resource Center of Pennsylvania (NLRCP), aimed at training special education teachers in the IEP provision of P.L. 94-142. In this program, six major competency areas are highlighted. A rationale for the selection of each area and an evaluation of the total programs are included.

Robert Rinaldi has sought to demonstrate the significance of the Individualized Education plan in the child find process.

THE INDIVIDUALIZED EDUCATION PROGRAM: SOME OBSERVATIONS

J.A. Camille Vautour
Mary E. Vautour

THE INDIVIDUALIZED EDUCATION PROGRAM: SOME OBSERVATIONS

J.A. Camille Vautour
Mary E. Vautour

Federal legislation, in the form of the Education for All Handicapped Children Act of 1975 (P.L. 94-142), has stimulated considerable activity in the area of special education. Of critical significance in this new law is the concept of the Individualized Education Program (IEP). No single aspect of the Federal mandate has caused a greater initiation of staff development activities than the IEP.

As one explores the intricacies of the IEP with various professionals, two common threads seem to emerge. First, many treat the IEP as a totally new concept that requires an almost insurmountable amount of additional paperwork. Secondly, emphasis is placed on analyzing the impact of the IEP on special education services while paying minimal attention to the general education establishment.

The intent of this paper is to take issue with both of these perceptions and to offer a slightly different interpretation of the IEP. Specifically the authors will attempt to show that while the acronym 'IEP' may be new, its actual components have been, and continue to be, readily available in many school districts across the country. In addition, the importance of the classroom teacher's role in the IEP will be discussed and a rationale for detailing specific teacher responsibilities will be presented.

The IEP - New Concept? Or New Label?

P.L. 94-142 and the accompanying IEP represent the culmination of several years of work on the part of the parents and educators of handicapped children. The principles and ideologies incorporated in this legislation did not develop in a vacuum, but rather reflect a synthesis and formalization of the philosophical, sociological, psychological and educational knowledge and beliefs about handicapped children espoused by professionals and parents. Caution must be exercised not to assume that the introduction of a new acronym (IEP) represents a totally new concept in education requiring major changes in programming and documentation strategies.

If professionals realize that the component parts of the IEP already exist in some form or other within their documentation strategies, staff development activities become directed at a refinement of already existing policies and procedures. Adherence to the notion that the IEP represents completely new practice suggests staff development activities that are oriented towards massive reorganization of the special education services and documentation strategies within a district. (Unfortunately this latter approach tends to accomplish little more than the creation of numerous complex forms and increased staff frustration).

It is the authors' contention that major reorganizations of school system documentation strategies are often not necessary to insure compliance with the requirements of the IEP. In many cases staff development activities are best directed at evaluating present practices and making whatever modifications, major or minor, that are deemed necessary in data collection and

maintenance as a result of the evaluations.

Clarification of the above point is best achieved through a discussion of each component of the IEP and suggesting where it may be presently located in the records maintained by many professionals.

Present levels of performance

School psychologists, educational diagnosticians, and other specialists have, for years, assessed students and prepared detailed summary reports. They continue to do so at the present time. Encapsulated within these reports are several observations about a child's performance abilities. A need exists not so much to insure that statements on performance are present, but rather that they are behaviorally described and readily apparent to everyone working with a child.

Specific educational services

School systems have regularly documented the placement of children in special education programs. (This has been true even in situations where parents were not fully aware of the school's actions). In the early years of special education, decisions centered around a 'gate keeping' function. A child was in special class and out of regular class, or vice versa. As the sophistication of the field has increased, decisions have addressed a continuum of services and the complexity of options has multiplied. Documentation has included statements about major decisions such as assignment to a resource room, but not always about other ancillary supports such as consultation. With the introduction of additional service options such as physical and occupational therapy, greater attention must be focused on insuring specificity in our documentation of services provided

and must include home, school and community options.

Extent of participation in the regular class

Information on this point in the IEP has tended to exist by default. Simply stated, a child's time in regular education has been assumed as that portion of the school day during which the child does not receive special education. Involvement in mainstream education implies more than statements about time and therefore greater formalization is needed, particularly when program modifications address access to curricular offerings such as physical education, industrial arts and science. (Specific observations on the nature and extent of program modifications are offered in the second part of this paper).

Initiation and duration of services

The basic accounting procedures and records required to obtain state and/or federal funds have insured the existence of attendance information on handicapped students. For the most part, school systems have used the school year as the maximum time for the duration of a program allowing for the option to continue for an additional year at the time of program review. While this recording of time appears to comply with the requirements of the IEP, a subtlety exists that must not be overlooked. Previous placements in special education have not always meshed a student's needs with specific services. Application of a categorical label resulted in another (special class) where the only thing that was accomplished was a homogenization of the population and the instructional practices provided them. The decisions were far too often focused not on how do we accomplish a specific goal with a child, but rather where can we place him since he is not succeeding in the

regular class. The implication in the IEP is that the provision of special education and the duration of such services are based on a clear perception of the goals planned for a student and not solely on the school calendar.

Goals and objectives

In general, special educators have maintained information on the goals and objectives of a child's program. The sophistication of the documentation varies considerably from district to district. In the more affluent communities elaborate computer tracking systems are in operation. At the other end of the spectrum student goals and objectives are found in file boxes, teacher logs or daily lesson plans. In many cases greater emphasis has been placed on the objectives rather than the goals. The critical issues about this part of the IEP deal with insuring that the goals and objectives are selected through a group process and that the resulting document be more accessible to parents and pertinent professionals. In complying with the requirements of the IEP attention should focus on strategies to capitalize on the records teachers are already maintaining instead of developing a totally new data base. One possibility is group review of teacher suggestions and the photocopying of aspects of teacher plan books or the development of multi-purpose checklists of instructional objectives where the teacher circles a number rather than writes out the complete objective.

Evaluative criteria

Of all the aspects of the IEP the specification of evaluative criteria represents the one requiring potentially the most change in present practice.

Greater attention is needed in citing the evaluative strategies to be used and the acceptable criteria for determining growth. This is not meant to suggest that elaborate standardized testing must be initiated. The evaluation might be as simple as reviewing a set of spelling papers that have been collected during the year.

What appears most essential is that evaluative strategies and criteria be specified at the inception of a child's IEP and be directly related to the goals and objectives listed, rather than be requested at a later date and take the form of a general achievement measure such as a grade equivalent.

There is no question that the documentation required for the IEP is complex. The first portion of this paper has tried to show that much of the required data is available and that educators must address ways of organizing and maintaining such data rather than developing new formats that require the transfer of information from one report to another, thereby resulting in wasted time and frustrated staff. The IEP is supposed to be a vehicle to assist in the education of handicapped children. If care is not exercised it may become a paper jungle that in fact curtails instructional time.

The Classroom Teacher's Role in the IEP

Discussions about the IEP tend to focus exclusively on the responsibilities of special educators for the programming of handicapped children. At times, one might even wonder if regular educators play any role at all. This is particularly interesting and somewhat perplexing given current trends towards mainstreaming and the 'least restrictive alternative' which

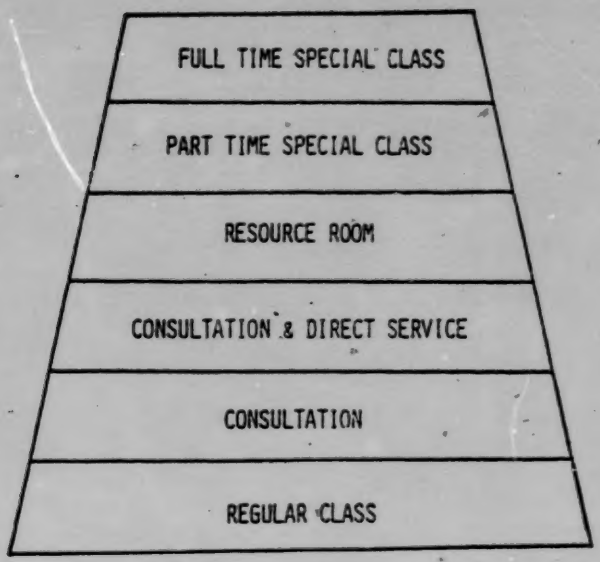
clearly indicate an increasing amount of responsibility on the part of classroom teachers for the education of handicapped children.

The realities of classroom teacher involvement with handicapped children and the growing movement towards professional accountability make inclusion of statements about regular education in a child's IEP all but mandatory. It is easy to imagine, in the not too distance future, a parent filing an appeal because the documentation of his/her child's program differs dramatically between the resource specialist and the classroom teacher. The challenge now facing practitioners is to conceptualize the type of documentation necessary for the classroom teacher's component of the IEP without requiring an undue amount of paperwork.

The paragraphs that follow represent an attempt to define the nature of classroom teacher responsibilities in the education of the handicapped and to suggest an operational framework to facilitate the development of the necessary statements and documents.

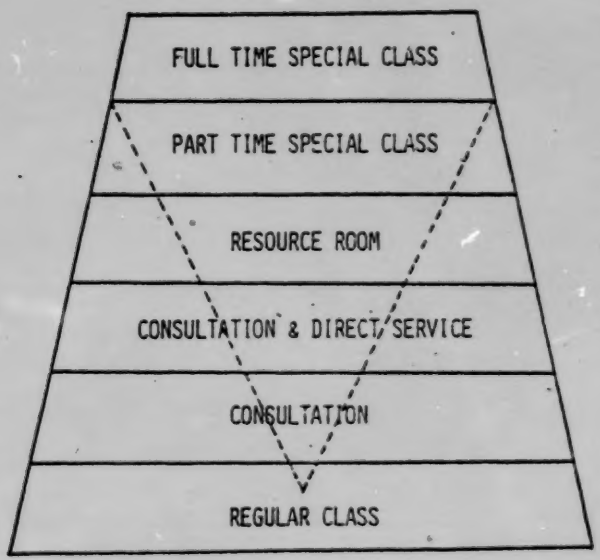
As most educators are aware, special education has evolved into a variety of services for handicapped children. In the public school setting these services are appropriately depicted through a cascade or continuum concept ranging anywhere from full time regular class to full time special class. (see Figure 1).

It is readily apparent that regular and special educators have differing amounts of responsibility for a handicapped child depending upon his/her placement along the continuum of services. For example, a special educator has greatest instructional responsibility for the child who is in a full time special class. The amount of instructional responsibility decreases as the child approaches the regular classroom (see Figure 2).



Public School Instructional Alternatives

Figure 1



Special Educaticn Responsibilities

Figure 2

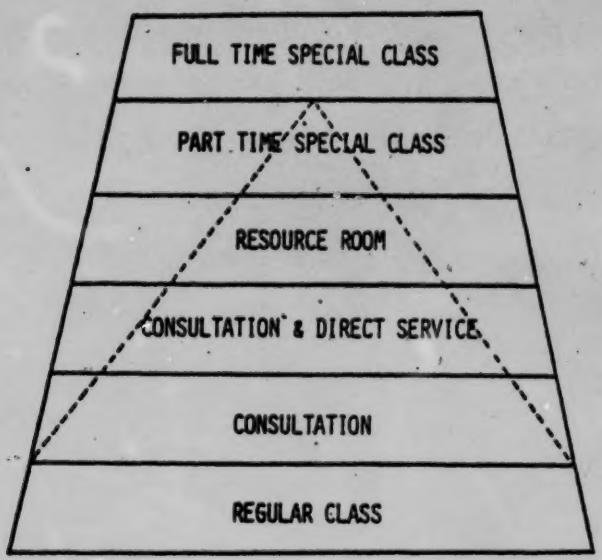
If one considers a classroom teacher's instructional responsibility for a handicapped child, one finds it greatest in the regular classroom and decreasing as the child progresses through more restrictive alternatives, finally ending up in a full time special class (see Figure 3).

The complexities of a handicapped child's program are such that there is considerable coordination and communication required. This interaction results in a number of shared responsibilities that are common to both regular and special educators. The overlap of these responsibilities is clearly depicted in Figure 4.

When discussing the types of statements about mainstream education that are essential in a child's IEP it becomes obvious that it is unrealistic for the classroom teacher to document every instructional minute of the day for each handicapped child in his/her class. Not only is such a requirement too cumbersome, but it is also necessary in light of the existence of curriculum guides and an acceptance of basic assumptions about the normal instructional needs of the handicapped child in the regular class.

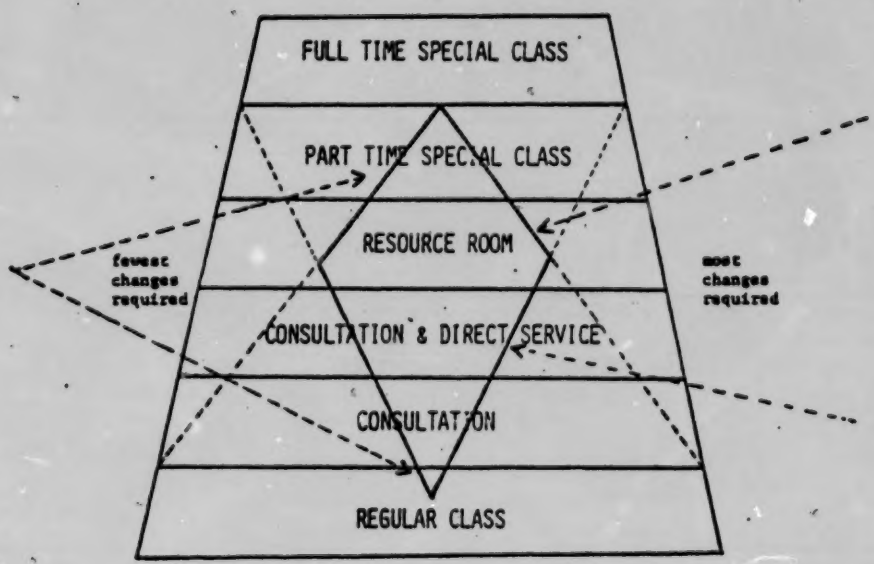
It is important to realize that the very suggestion that a child can participate in mainstream education suggests a degree of normalcy. Furthermore, the degree of regular education involvement increases proportionately to the degree of normalcy hypothesized or stated. Implied within this concept is the notion that much of the regular curriculum is appropriate for the handicapped child. Therefore, few specialized statements about the general curriculum may really be required.

What, then, is entered in a child's IEP that deals with the regular classroom teacher responsibilities? Acknowledging the present workloads of classroom teachers it would seem most prudent to confine statements on



Regular Education Instructional Responsibilities

Figure 3



Joint Regular and Special Education Responsibilities

Figure 4

the IEP to whatever changes are required in the normal instructional activities of the regular classroom and operate on the assumption that all else remains constant and is reflected in the various curriculum guides and class lesson plans that should be available at every grade level.

If we return to Figure 4 it becomes apparent that we are suggesting that those shared responsibilities as reflected in the diamond are really the items that require classroom changes and should be recorded on a child's IEP. Analysis of the area within the diamond suggests two points. First, the extent of regular program modification is minimal at both extremes of the diamond. When a child is predominantly in the regular class, few changes are required. Conversely, when the child is in a part time special class, the classroom teacher's involvement tends to be limited and may be restricted to such areas as socialization or non-academic skills.

It is in the mid-section of the diamond, around the consultation - direct service and resource room models that the greatest degree of classroom modifications take place. While the student is able to profit from mainstream education, numerous changes are needed in terms of how and what the child is taught.

Types of program modification

Given the suggested scope of classroom teacher responsibilities that should be reflected in the IEP, a consideration of implied modifications is required. What types of statements are actually incorporated in a child's IEP that involve the classroom teacher? Four types of modification seem most appropriate when discussing the classroom teacher's responsibilities. They are modification in presentation, performance, content and time.

Presentation

In our attempts to insure the success of the handicapped child we continuously make modifications in how information is shared. Extreme examples include the use of Braille for the blind and sign language for the deaf. Less dramatic changes are required in the majority of cases and if they are not provided one can anticipate failure and frustration for the handicapped child. Appropriate statements on the IEP might include:

1) Social studies will be read by a tutor, parent or student buddy.
2) The unit on heat transfer in science will be presented through slides and films.
3) The literature portion of the English class will be put on audio tapes.

Performance

Many students have mastered the subject material but are unable to show it due to the response mode being requested by the teacher. For example, the child with a severe handwriting problem will do very poorly on an essay test. Given a multiple choice format the same child might do extremely well. Appropriate statements about performance might include:

1) All exams will be taken orally.
2) A collage on current events will be developed for social studies.
3) A photographic essay will be prepared for the science unit on the development of frogs.

Content

In addition to making changes in how material is presented to the handicapped child and how the child shows mastery of concepts, specific

attention must also focus on what content within the classroom curriculum should be taught. Algebra, for example, is not viewed as part of the educational program for trainables. Content changes and restrictions on curriculum must be addressed for any handicapped child involved in mainstream education. The nature and extent of content changes depend on the nature of the handicapping condition and the age of the child. For example, curriculum content may not change at all for the third grader with a reading disability. That same child as a tenth grader may require considerable alterations in course offerings and content if he/she is being oriented towards vocational preparation. In addition, the curricular content offered a trainable child will vary considerably from that offered a learning disabled child. Appropriate statements on content might include:

1) The standard consumer math course will be offered with the exception of the material on insurance.
2) All activities on the trampoline will not be required in the gym.

Time

The final parameter for program modification that should be incorporated in a child's IEP deals with time. Many children are able to assimilate information or display mastery, only it takes them much longer. Therefore, allowances may have to be made to provide longer periods of time to complete a task and/or avoid timed tests, etc.

Factors affecting the success of regular education involvement in the IEP

While it is easy to acknowledge the need for specific statements about classroom modifications on a child's IEP, it is more difficult to actually

carry out the concept. Successful utilization of an approach for specifying classroom teacher responsibilities in the IEP depends on a number of factors.

1) Regular and special educators need to be able to communicate openly and honestly. This communication refers both to student and staff needs. All professionals need to understand why the documentation of the IEP is important in addition to the specific needs and program options for any given child.

2) Clear statements of a student's strengths and weaknesses are essential. It is impossible to expect classroom teachers to effectively plan, let alone program, for a handicapped child if they do not have an accurate skills profile. Therefore, it is important for diagnosticians to put away their esoteric jargon and prepare reports using clear, objective, behaviorally relevant terminology.

3) Special educators must become more aware of the regular curriculum and the complexities of the regular classroom. Unless they do so they run the risk of generating unrealistic program suggestions.

4) A joint review of regular curricular offerings must be undertaken to allow for the translation of student needs into modifications dealing with presentation, performance, content and time. The joint review is critical, because it allows for the interaction of individuals with diverse instructional expertise and differing perceptions of a student to generate program options and evaluate their validity. If allowed to operate in isolation, individuals may overlook critical information or develop only partial program options.

5) Attention must also focus on specifying the criteria for grading a student based on a modified curriculum. The determination of grading criteria should be done at the beginning of the instructional period and must reflect a student's mastery of the pre-specified subject matter. Such a strategy is essential if the classroom teacher is to feel comfortable with and accountable for the child's mastery of subject material.

6) Opportunities must exist for classroom teachers to react to the feasibility of proposed program options. A plan is only as good as a person's willingness to carry it out. An opportunity to react to suggestions may bring about needed changes and increase teacher acceptance of the idea.

7) The effectiveness of any program depends on careful monitoring and feedback and should include:

   (a) assignment of specific responsibilities;

   (b) specification of evaluative measures;

   (c) selection of periodic review dates;

   (d) definition of acceptable reporting formats.

   Should any of the above be lacking, one can anticipate confusion in carrying out tasks and incomplete information on program effectiveness.

8) Finally, a clear method must exist for activating changes in a program as the need arises. Care must be exercised not to develop such a rigid system that staff feels forced to carry out inappropriate instruction due to bureaucratic red tape. All parties need to understand how changes can be initiated in a child's IEP.

Benefits

While there is no question that the proper specification of regular education involvement in the programs of handicapped children is not an easy task, there are a number of benefits to be gained.

1) Involving regular teachers in the development of the IEP results in a pre-specification of instructional requirements based on a student's unique learning style rather than exclusive reliance on a teacher's guide or curriculum outline.
2) Another benefit is the clarification and reinforcement of classroom teacher responsibilities.
3) Student evaluations are objectified through a specification of: presentation and performance modes, content expectations, and grading criteria.
4) The final benefit resulting from this process is a strengthening of home-school communications through the delineation of responsibilities in objective, observable terms, and through frequent meetings and sharing of information.

Classroom teachers have a high level of responsibility in the education of handicapped children. Their effective performance can be considerably enhanced if clear expectations are stated and there are frequent opportunities for open communications. The rationale and procedures just described represent an attempt to recognize classroom teacher importance in the IEP.

Summary

The IEP is the subject of considerable discussion in educational circles. Much of the emphasis is being placed on 'new' documentation strategies and special education responsibilities. This article has

attempted to show that much of the information required in an IEP can be found in existing documents and that what is needed is an assessment to assist in the reorganization of the available information. The second point made was that classroom teachers play a central role in the education of many handicapped children and therefore strategies must be developed to enhance their effectiveness. A rationale to accomplish such a goal formed the basis for the remainder of the article.

The comments contained in this article represent a summary of a presentation made in St. Louis, Missouri, at a Regional Conference of the Council of the Great City Schools on March 28 and 29, 1977. The concepts presented are a part of a set of staff development materials entitled The Child Study Team Training Program.[1] This staff development package consists of six distinct modules that address various aspects of team process in planning programs for handicapped children. Specifically the modules are:

Module 1 - The Rationale for Teams. Involves participants in activities related to clarifying the basic issues in group dynamics such as task orientation, role specification, and communication channels.

Module 2 - Referral Preparation and Review. Focuses on referral sources, data gathering, and review procedures. Activities include topics such as nondiscriminatory testing and ecological assessment procedures.

Module 3 - IEP Planning. Addresses the sequence of activities necessary for the development of a comprehensive Individualized Education Program. Activities focus on the involvement of regular educators in the total process of planning, implementing, and monitoring IEP's.

Module 4 - Due Process Consideration. Previews the major aspects of P.L. 94-142 and due process considerations related to programming for handicapped children. Activities focus on parental involvement as defined in P.L. 94-142 and data maintenance issues as required under P.L. 93-380.

Module 5 - Parent Involvement. Provides a series of activities designed to have participants develop strategies to increase and ensure parent involvement in all phases of IEP development, implementation, and review.

Module 6 - Child Study Team Administrative Concerns. Focuses on issues surrounding effective team operation and documentation activities. Activities address the development of monitoring and review procedures for conducting meetings and summarizing and storing information.

FOOTNOTES

[1] Child Study Team Training Program by J.A. Camille Vautour and Chauncy N. Rucker, Special Education Associates, 7206 Fred Morse Drive, Austin, Texas 78723.

THE DESIGN, IMPLEMENTATION AND EVALUATION OF AN IEP INSERVICE PERSONNEL DEVELOPMENT PROGRAM

Ronald C. Brown

THE DESIGN, IMPLEMENTATION AND EVALUATION OF AN IEP INSERVICE PERSONNEL DEVELOPMENT PROGRAM

Ronald C. Brown

The need for effective, ongoing inservice staff development programs for special education teachers has become increasingly evident in recent years. Many factors have contributed to this growing need. Class action litigation on behalf of consumers of special education services, recent State and Federal legislation effecting the quality of education of the handicapped, and an increasingly persuasive child advocacy movement have all resulted in changing demands and priorities for the delivery of special education services. These news demands and priorities have been represented in Federal and State provisions for least restrictive environment, a continuum of special education services and written individualized educational plans. Changing demands and priorities have underscored the needs of special education teachers for ongoing training that is specifically designed to assist them in complying with the requirements of these changes.

The recent passage of Public Law 94-142 ("Education for All Handicapped Children Act of 1975") has resulted in some of the most far reaching implications for special education staff development. The new law provides for an individualized education program for all handicapped children and requires that all appropriate staff be trained to comply with its mandated provisions.

At the same time that the need for a comprehensive training program on IEP's has been dramatized by this legislation, the inservice program planner has little to turn to in the way of demonstrated training program or guide-

lines for preparing teachers to comply with its provisions. A recent survey of major cities taken by the Council of Great City Schools revealed that the Pittsburgh Personnel Development Program was the only fully operational training program targeting special education teacher competencies required by P.L. 94-142. Our search for validated guidelines and practices for this type of inservice program revealed much testimony on the shortcomings of teacher training and little in the way of relevant and useful information.

What is currently needed are demonstrated guidelines for a comprehensive personnel development program which (1) meets the identified needs of special education teachers engaged in the preparation and implementation of IEP plans, and (2) provides for evaluation of the outcomes of personnel development activities.

First efforts at delivering an effective IEP inservice staff development program should naturally represent the best practices that experience and sound reasoning can devise. However, to consider our first efforts as a prototype or model for future IEP training assumes that we have a sufficient experience base with effective inservice practices and with the nature and implications of large scale implementation of IEP planning procedures. We have sufficient experience with neither.

Rather than commit ourselves to a long range plan of specific training activities, we might consider adopting an experimental attitude toward everything we do and toward everything that results from the first IEP training programs we devise. This implies that attention to ongoing evaluation of training activities will result in recommendations that will lead to more efficient and effective training practices - that warrent a strong, commitment from everyone involved in the IEP process.

THE PITTSBURGH IEP PERSONNEL DEVELOPMENT PROGRAM

The Pittsburgh IEP Personnel Development Program represents a first effort of the Pittsburgh Schools at comprehensive training of special education teachers in the IEP provisions of P.L. 94-142. It was undertaken with the intention of exploring the most efficient and effective procedures for delivering training. The following description provides an overview of the training program and of the significant outcomes.

General Background

Recognizing the need to provide teachers with training in the IEP requirements of the law, the Pittsburgh Board of Education (Division for Exceptional Children, Pittsburgh Intermediate Unit #2) entered into a collaborative agreement with the Western Unit of the National Learning Resource Center of Pennsylvania (NLRCP) to initiate this training.

The Pittsburgh Personnel Development Program was proposed and undertaken as a pilot project with provisions for continuation, revision and replication. It was anticipated that the pilot project would be extended to include all special education and related personnel and would come to represent a self-sustaining process, capable of continuous self-renewal.

The primary goals and objectives of the Pilot project were articulated as follows:

Goals:

1. To pilot personnel development program related to the individualized education program requirements of Public Law 94-142.
2. To provide the participants with information, training, experience, and resources for the development of individualized education programs as required by Public Law 94-142.

ADMINISTRATIVE ORGANIZATION

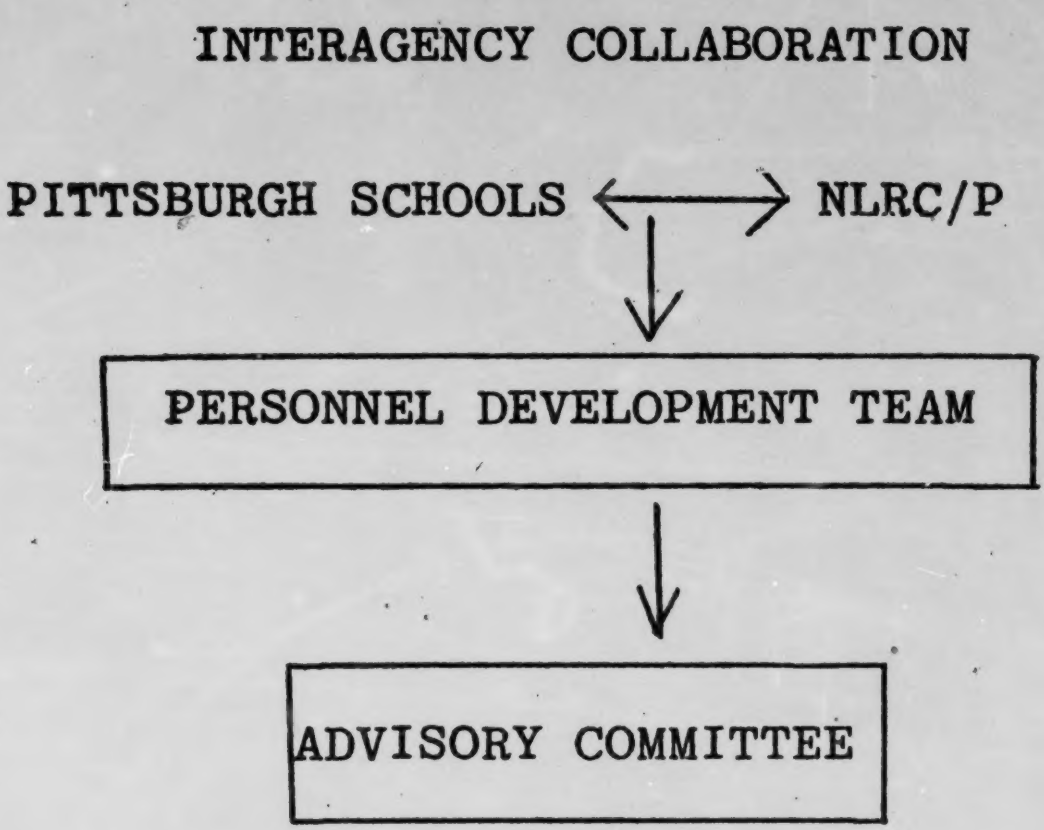


FIGURE 1

3. To pilot the development and implementation of the individualized education programs for handicapped students.
4. To provide the participants with opportunities to engage in activities that foster general personal and professional growth.

Objectives:

1. Participants will be able to develop and implement individualized education programs.
2. Participants will be able to select appropriate assessment procedures, goals and objectives, methods, materials, and resources related to individualized education programs.

Administrative Organization

Planning, development, and monitoring procedures were incorporated into the organization of a Personnel Development Team and an Advisory Committee.

The Personnel Development Team was composed of individuals selected for one or more of the following reasons:

- expertise in the field of organizational planning.
- expertise in the individualization of instruction.
- position of authority in the Pittsburgh School System.
- knowledge of the Pittsburgh Schools' organizational structure.
- knowledge of staff development practices.

The Personnel Development Team had a total of five members, consisting of three representatives of the Pittsburgh schools and two members of the NLRC/P staff. The representatives of the Pittsburgh schools were located at the Board of Education and had some flexibility in their professional schedules.

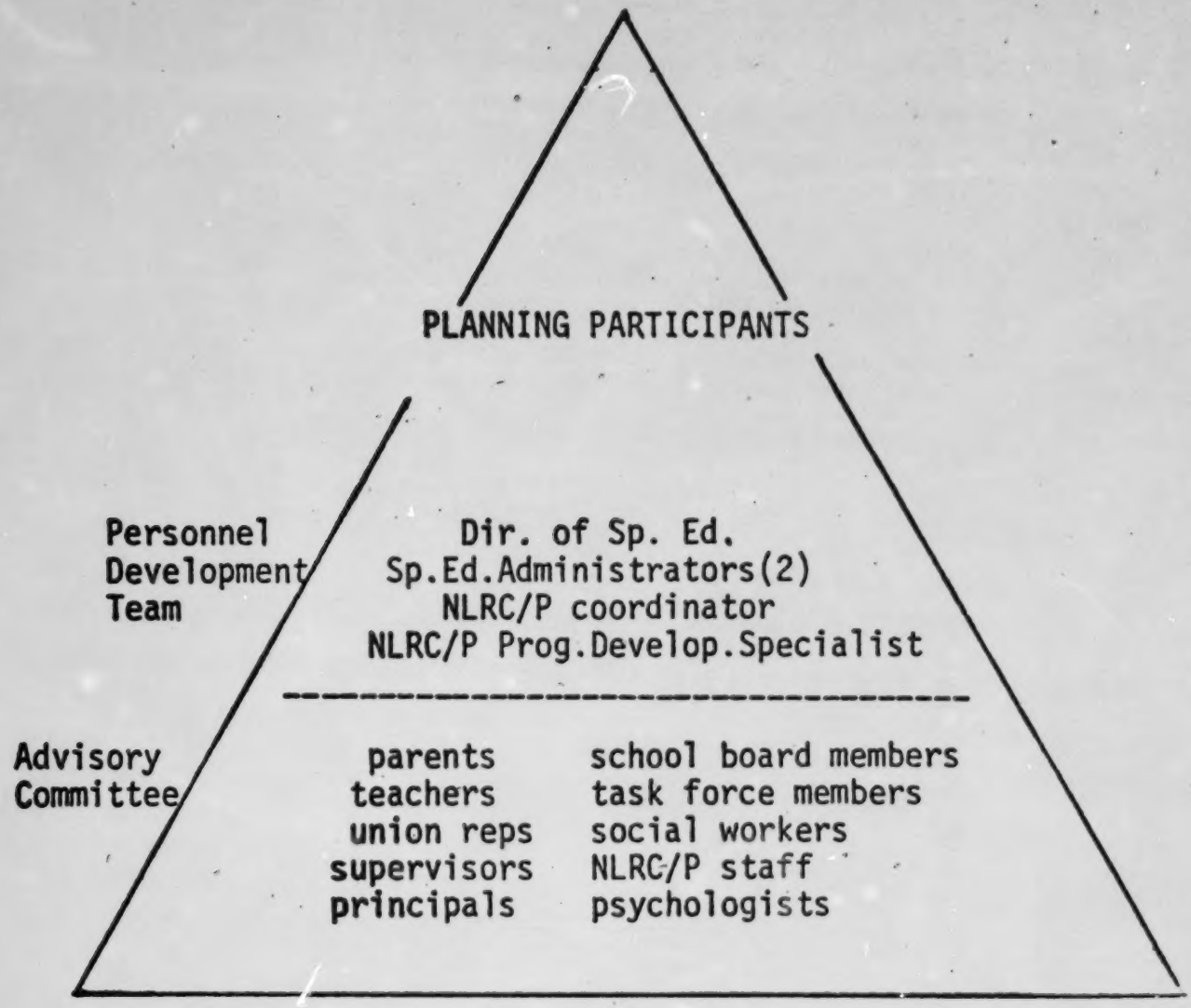

PLANNING PARTICIPANTS
Personnel Development Team
Dir. of Sp. Ed.
Sp.Ed.Administrators(2)
NLRC/P coordinator
NLRC/P Prog.Develop.Specialist
Advisory Committee
parents
teachers
union reps
supervisors
principals
school board members
task force members
social workers
NLRC/P staff
psychologists

FIGURE 2

The team was assigned the basic responsibility of conducting an initial needs assessment, identifying major objectives, developing proposed plans (i.e., "straw man" proposals), and outlining the direction that future planning activities would take.

The Advisory Committee represented a larger body of participants who were selected on the basis of their responsibilities for monitoring or evaluating the instructional process for exceptional children. It was composed of special education supervisors, general education administrators, teachers, parents, a union representative, a psychologist, a social worker, and representatives of state and regional resource centers.

Advisory Committee functions included, but were not limited to, discussion of relevant issues, review and reaction to proposals developed by the Personnel Development Team, and recommendations for personnel development activities subsequent to the pilot phase of the personnel development program.

Target Population

The target population consisted of 100 special education teachers employed full time by the Pittsburgh Board of Education. It included teachers from all disability programs except the speech impaired, from all role assignments (e.g. special class teacher, resource room teacher, itinerant teacher), and from all school age levels of students served (i.e. kindergarten through high school) in the Pittsburgh Public Schools.

A stratified quota sampling procedure was adopted to select from applicants for the in-service program a specific number of teachers in each disability program (e.g. educable mentally retarded, learning disabilities, etc.) based on the total number of teachers working in that category in the Pittsburgh Public Schools. Selection procedures were

designed to assure that the teachers selected in any specific disability program would represent the variety of roles commonly found in that program (e.g. resource room teacher, itinerant teacher, etc.).

The 100 teachers selected through these procedures were representative of the approximately 650 special education teachers in the Pittsburgh Schools with respect to disability programs and teaching role assignments.

Remuneration of participants in the inservice programs was based on the payment rate established by contract between the Pittsburgh School Board and the AFT ($8.75 per hour).

The schedule for training encompassed nine Saturday training sessions. Each session was five hours in length, for a total of 45 hours of training. The amount of training time alloted for a specific topic or competency area was based on the judgements of the inservice coordinators and of the individual team leaders and trainers who were consulted.

The Training Team

The use of training teams for delivery inservice training for participants represented a major strategy in the organization of the inservice program. For each training content area, a team of five trainers was identified and organized. In some instances, more than one training content area was addressed by the same team. The training teams accepted responsibility for coordinating their activities with the inservice coordinators, (NLRC/P Staff) for translating needs assessment data and other relevant information into training session objectives, and for matching each objective with a variety of training procedures (e.g. simulations, demonstrations, etc.)

Each training team included a team leader who coordinated the activities of the team members, participated as a trainer, and served as a liaison with other team leaders, training resource personnel, and the inservice coordinators.

The team leaders responsibilities included the recruitment of four additional trainers who were to coordinate their activities with the team leader and other team members.

Specific criteria for the recruitment and selection of team leaders and trainers was outlined in advance. Final approval for all positions was the responsibility of the Personnel Development Team.

The two NLRC/P inservice coordinators served as trainers whenever it was appropriate. They played a significant trainer role in sessions dealing with competencies related to knowledge of P.L. 94-142 and with review of training content.

Team leaders and trainers participated in a three hour orientation session planned and conducted by the inservice coordinators. This session described the design of the pilot inservice program, specific requirements of P.L. 94-142, and procedures for assuring continuity in training. Following the orientation session, team leaders conducted planning meetings with their teams. Continuity in the presentation of training content and coordination of training procedures represented major issues in these training team meetings.

The overriding theme of all team leader and trainer orientations and meetings was the need for coordination, continuity, and ongoing communication within the same team and among the different teams.

Interpretation of IEP Requirements

The explicit requirements of an IEP are articulated in the law's definition of an IEP:

"The term 'individualized education program' means a written statement for each handicapped child developed in any meeting

by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include (a) a statement of the present levels of educational performance of such child, (b) a statement of annual goals, including short-term instructional objectives, (c) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (d) the projected date for initiation and anticipated duration of such services, and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved." (P.L. 94-142, Sec. 602 (a) (19))

The implicit requirements contained in this definition refer to the types of data to be included in a written individualized education program (IEP) and to the manner in which this written plan is to be developed. The individual components of the plan, the manner in which it is to be developed (i.e. at a conference) and the participants involved in the planning are explicitly stated.

The implicit requirements of an IEP are related to the process and procedures that will need to be developed to identify the required information to be included in the plan and to meet the conference and participant requirements. Whereas the explicit requirements merely represent the components of a written plan, the implicit requirements

deal with the processes for acquiring and linking the components into a dynamic process. In addition, the implicit requirements include components which may not be stated in the law but which are necessary for implementation of an IEP plan (e.g. competencies related to matching media and materials to objectives).

The need for considering both explicit and implicit aspects of the IEP is based on the assumption that the law describes the necessary content of an IEP plan but does not adequately describe the processes of assimilating information and assigning a workable individualized instructional program.

Identifying Competency Areas

It is conceivable that different interpretations of the IEP requirements of the law will lead to differences in the type and scope of competencies identified for training. The decision to make a narrow interpretation of the competencies required for preparing and implementing an IEP will have vastly different implications for inservice teacher education than will a decision to make a liberal interpretation.

A narrow interpretation of needed competencies would focus on the explicit requirements of the law. Competencies related to identifying levels of achievement, writing and/or selecting annual goals and short-term instructional objectives, and reporting progress on objectives would be emphasized. In some instances, planners of inservice programs may assume that teacher competencies already exist in these areas and proceed to identify only competencies related to completing a form that requests information on levels, goals, objectives, and evaluation criteria. When this occurs, an IEP inservice program

may not differ significantly from an orientation of teachers to the procedures for maintaining a pupil attendance register, where headings, terms, and formats are explained and standardized procedures are outlined.

A liberal interpretation of needed competencies recognizes that the law implies a broad spectrum of competencies for teacher education. It predicates that the IEP, with its provision for least restrictive environment and team work with other professionals and parents, makes complex demands on the teacher's role. Demands on teachers for instructional decision making, utilization of resources for individualizing instruction, cooperative planning, and interpersonal communication are underscored by the law.

The choice of a narrow interpretation of the IEP requirements is likely to lead to the selection of a minimal number of competencies for training focused on the preparation of the written IEP document. The adoption of a more liberal interpretation is likely to result in the selection of a larger and more varied collection of competencies spanning several general competency areas. While the former choice focuses on the preparation of an initial IEP document and subsequent recordkeeping procedures, the latter emphasizes competencies in IEP resource utilization, conferencing and interpersonal skills, the IEP instructional process, and recordkeeping skills. Competencies selected for the Pittsburgh inservice teacher education program were based on a liberal interpretation of the law's requirements.

This decision was based on the assumption that the spirit and intent of the law relate to the goal of quality education for all handicapped children. A narrow interpretation based only on the

"letter of the law" was, in our judgement, insufficient for deriving competencies that effectively support this goal. Perfunctory and minimal compliance with explicit requirements of the IEP provisions of the law may be encouraged by a narrow interpretation which fails to address the comprehensive planning and instructional process implicit in the law.

GENERAL COMPETENCY AREAS FOR TRAINING

The following six (6) general competency areas were identified for the pilot inservice education program:

(1) Public Law 94-142: Relevant Provisions for Teachers

(2) Assessment

(3) Annual Goals and Short-Term Instructional Objectives

(4) Curriculum Elements (Methods and Materials)

(5) Conferencing and Consultation

(6) Resources for Working with Parents

Each of these six competency areas was referenced to explicit and/or implicit requirements of the law. The rationale for the selection of each area is described below.

Public Law 94-142: Relevant Provisions for Teachers

Knowledge of basic stipulations, definitions, and background for the IEP provisions are not only prerequisite to an understanding of the requirements for accomodating the spirit and intent of the law but also represents a minimal outcome for training under the law's provision for a comprehensive system of personnel development. (P.L. 94-142 Sec. 614 (a) (1))

Assessment

Assessment represents the first instructional component of the IEP. The explicit requirement of a statement of the student's "present levels of educational performance" (P.L. 94-142, Sec. 602 (a) (19) (A)) is commonly interpreted to involve the compilation of a wide range of educationally relevant information from a variety of sources, including information contained in the student's file, formal and informal tests and other assessment procedures.

Annual Goals and Short-Term Instructional Objectives

The law explicitly requires the statement of annual goals and more specific short term instructional objectives (P.L. 94-142, Sec. 602 (a) (19) (B)) for each student in the areas in which he requires special education. Knowledge and skills required for identifying and/or writing goals and objectives are essential in the IEP planning process where the successful linking of instructional components is dependent on the completion of each preceding component step in the process.

Curriculum Elements

The term "curriculum elements" refers to the identification and/or development of appropriate instructional materials and media for individualizing instruction. While curriculum elements are not explicitly required by the law, and need not be specified in the written IEP plan, they represent an inseparable component in the implementation of the IEP process.

Conferencing and Consultation Skills

The law explicitly states that the IEP is to represent a team decision in which the minimum number of participants must include the

teacher, local educational agency representative, parents and, whenever appropriate, the child (P.L. 94-142, Sec. 602, (a) (19)). In addition, the requirements of establishing present levels of educational performance and conferencing to evaluate the student's progress at least annually, implies that teachers, administrators, resource support personnel, and parents will be interacting to share assessment information prior to and following the IEP planning conference. The need for competencies related to utilizing effective strategies for conferencing and consultation with other professionals and with parents is underscored by these requirements.

The absence of required courses or certification requirements in interpersonal skills, group processes, human relations, etc. for teachers in most pre-service training programs suggests that most teachers will have little or no formal training in this competency area.

Resources for Working with Parents

Opportunity for the active participation of parents (or guardians or surrogate parents) occurs at several points in the individualized educational process. As a minimum requirement, the law provides for parent participation in the IEP planning conference (P.L. 94-142, Sec. 602 (a) (19)) and in conferences (scheduled at least annually) for reviewing progress on instructional objectives (P.L. 94-142, Sec. 613 (a) (11)). In addition, such procedural safeguards as due process (P.L. 94-142, Sec. 615 (b) (1)) and confidentiality of and access to school records (P.L. 94-142, Sec. 612 (5) (C) and Sec. 615 (b) (1)) provide additional opportunity for the parents to plan an active role in determining the course and outcome of a student's individualized education program.

Ideally, many possible roles for parents are implied in the law. The roles they may elect to play in the student's educational program may include, but need not be limited to, evaluator, planner, IEP implementer, and achievement monitor.

Some of these roles may be more appropriate for parents of preschool and beginning school age children or of severely handicapped children where the need for consistent observation and management of the child necessarily extends beyond the school day. While all of these roles may be available to a parent, it should not be implied that it is necessary for them to attempt them all. However, as circumstances dictate, parents will have the opportunity to adapt and move in or out of these roles.

As an evaluator, parents can provide initial assessment data on the student's current levels of achievement, strengths, weaknesses, and other relevant characteristics that may influence the design of the IEP. Their participation in conferences for reviewing progress on objectives affords an additional opportunity for parent evaluation of individual progress.

The parent's role as a planner emerges in the context of the IEP planning conference and in conferences scheduled for reviewing and evaluating the student's individual progress. In these conferences, evaluation data is shared for the purpose of cooperatively planning the IEP.

The possibility always exists that the parent may be identified in the IEP as one of the implementers of the instructional plan. In some instances the IEP may identify the parent as the most appropriate

implementer for goals and objectives involving home tutoring or "round the clock" behavior modification techniques.

A natural role for parents will involve their monitoring of the student's progress with the IEP. The role of monitor suggests that their involvement is not limited to specific points in time or to such major events as scheduled conferences. Ongoing participation in the IEP process should enhance the effectiveness of parental participation in all of the roles that have been described.

Realistically, most parents will require considerable orientation and training to effectively play all or most of these roles. Even with the opportunity for acquiring such training, many parents will elect to participate in only one or two of them or none at all. Nevertheless, the opportunity for parental invovement in all of these areas is implied by the IEP stipulations of the law.

As with the inservice competency area of conferencing and consultation, most teachers are expected to possess little or no formal pre-service preparation in this competency area.

CONCLUSIONS

While other competency areas could be specified, the six areas described here appear to represent the major areas of knowledge and skill required to effectively implement all of the explicit and many of the implicit IEP requirements of P.L. 94-142.

Specific training competencies were developed for each of the six competency areas. The specific competencies were closely related to the provisions of the law and, wherever possible, employed the same language used in the law.

As the IEP provisions address all disability areas and all curriculum areas, the specific competencies specified for training were generic in nature. The underlying process and activities involved in the preparation, implementation and evaluation of an IEP are basically consistent for all teachers working in all curriculum and disability areas.

A major share of responsibility for implementing and evaluating the pilot inservice program belonged to Lynne Porterfield, the Program Development Specialist working with the pilot. Her influence in the revisions which occured during the training program and in the quality of formative and summative evaluation procedures was considerable. The following recommendations for revisions in the training program were based on the evaluation data compiled under her meticulous supervision.

REVISIONS SUGGESTED FROM THE PILOT PHASE OF THE IEP PERSONNEL DEVELOPMENT PROGRAM

The evaluation data collected during the pilot inservice program suggested a number of revisions that should be incorporated in subsequent administrations of an IEP inservice education program. The suggested revisions are based on participants' (teachers) responses to the Needs Assessment Survey, Final Course Critique, Weekly Evaluation Scales and an evaluation of their written IEP plans by the inservice coordinators. In addition, members of the training teams made recommendations for subsequent training based on their perceptions and evaluation of the pilot program.

A review of the evaluation data produced the following categories of revision:

(1) Target population

(2) Scheduling

(3) Trainers

(4) Content

(5) Training Strategies

(6) Evaluation Procedures

Target Population:

1. Training staff and participants felt that training should not be limited to special education teachers but should include other individuals who are involved in the IEP planning process (e.g. administrators, parents, supervisors).

Scheduling:

1. The inservice program should consist of three to five days of training. Data showed the nine 5-hour sessions were considered too many, and that training objectives could be achieved in three to five sessions.
2. Consecutive training sessions rather than the weekly sessions should be used when possible. Daily sessions were preferred over the once a week session schedule followed in the pilot.
3. Training during summer vacation or released time during the school year should be planned for in preference to Saturday or after school sessions.
4. Training sessions should encompass not less than three or more than five hours per session.

Trainers:

1. A single team of trainers should be recruited and oriented to participate in the delivery of training in all or most of the

training content areas. This single team of trainers would replace the practice of using a specialized team for each content area. Problems in coordination and continuity of training should be reduced when a single team of trainers, with members in close communications with one another, assumes responsibility for all areas of training.

2. The team leader role should be maintained and modified to accomodate the "one team" approach in which the same trainers participate in all or most training activities throughout the training program. Leadership tasks (e.g. selection and/or development of materials).

Content:

1. Continue to include the same content (based on the 6 major competency areas) used in the pilot inservice program.
2. Adjust the emphasis or amount of time afforded to specific content areas to accomodate available time and the anticipated learning needs of participants.
3. Provide opportunity for participants to select additional training activities in content areas in which they identify a need for additional learning.
4. Emphasize task oriented training activities which require the integration of several competency areas over the presentation of discrete content areas in a fixed sequence. This emphasis could be represented in practicum activities involved in IEP plan writing, evaluating and conferencing.

Training Strategies:

1. Practices, with feedback, in writing IEP plans should be introduced early and emphasized throughout the inservice program.

Guided practicum sessions should replace lecture and discussion activities whenever feasible.

2. Whenever possible, IEP writing activities should be based on assessment data from students enrolled in the participants own classes. Simulated assessment data should not be used unless assessment from students familiar to the teacher is not available. Prior to the first training session, participants should be informed, in writing, of the specific types of student assessment data (e.g. achievement tests, teacher records) they should bring to the training program. They should be informed that this material will provide the basis for IEP plan writing activities.
3. Participants should be afforded some choice in the training activities in which they will participate. While certain types of information and skills will be needed by all participants, other areas of learning may be covered on a self-selection basis.
4. Participants should be required to submit written IEPs for evaluation by trainers or peers (anonymity respected) as a normal and expected part of the training methodology.

Evaluation Procedures:

1. The Needs Assessment Survey (NAS) should again be administered pre and post training, but should be shortened and revised.
2. The Workshop Evaluation Scale (WES) should continue to be used after each training session.
3. The IEP Performance Evaluation procedures should be revised, with specific performance criteria provided, for administration pre and post training. Performance evaluation procedures should be integrated into the training methodology as a means for providing

practice and feedback on writing IEPs.

A revised IEP inservice training program that accomodates these recommendations is planned for the summer of 1977. The revised program will reflect the convergence of testimony from participants, trainers, team leaders, inservice coordinators and advisory committee members. All of these people provided evaluation data which will serve as the basis for the design of the revised IEP training program.

The Individualized Education Plan As A Child Find Instrument

Robert T. Rinaldi

Each Local education agency must submit plans for the identification, location, and evaluation of handicapped children through the age of 20. In the Baltimore City Public Schools, the efficacy of the child find system will be measured in terms of a gain in instructional months. The following Child Find Plan, submitted by the Baltimore City Public Schools, to the Maryland State Department of Education, represents a rationale for IEP development based on the child find principle.

Schools are the great levellers of children; almost any child can become handicapped, either because he or she is unable or is perceived as unable to meet accepted age and grade norms. Child find is not appropriately conceptualized as finding the handicapped, but rather as the identification location, and evaluation of children for whom a preventive intervention must be made to assure their equal educational opportunity. Since being identified as handicapped is itself a barrier, instruction is always preventive in nature, specifically designed to ameliorate the condition and the perception of the condition. Since schools are the primary labellers of the handicapped, and since the measurement of function documents the condition, the individualized education plan (IEP) to improve function to the age and grade norm is the basic child find instrument.

Child Find begins with public awareness, and includes both familiarity and understanding of the issue. The identification of unserved handicapped children is the identification of children who are undetected in school or who are not attending. Unmet needs for stimulating public awareness in Baltimore City specifically include the critical importance of early identification and the introduction of a timely and appropriate educational intervention.

The awareness campaign, for children of school age (5-17), is oriented to the parent and the public and private school staff, and specifically includes professional specialists and the medical community. For preschool age children, parents, community agencies, and the medical community, specifically the Health Department, are the primary audience. While the general public is always targeted for media dissemination regarding the handicapped in general, the needs of the young adult handicapped (17-21) are best articulated to the general community, and expressed in terms of sheltered and competitive employment.

Techniques for audience saturation include paid and unpaid ra io, television, and newspaper spots, news releases, and features regarding handicapped services. A Hotline for parents is established and brochures are distributed annually through the City Fair, and a Parent Symposium: "If your child is handicapped or is having trouble in school, we are legally responsible to help. Call this number, ask us to help your child." The most effective component of the awareness program is the Hotline procedure.

Regarding the information and referral process, personnel responsible for handling information and referral of children include the Chairpersons of all school, regional, and central screening committees (Admission, Review, and Dismissal Process), and all Coordinators and Specialists of the Division for Exceptional Children.

Regarding methods and procedures, from the point contact is made with the school system, three separate avenues are provided, all leading to a placement recommendation and the IEP. For children in school who are determined to be appropriately provided by services within the school of attendance, the school screening committee screens, programs and follows up based on the IEP format. For children not currently in a school program who require appropriate services, the neighborhood school, through the Principal or Screening Committee Chairperson, or the Regional or Central Screening Committees screens, programs, and follows up. For any parent or appropriate agency who requests further evaluation or who appeals the placement or evaluation decision, a central screening committee intake and follow up procedure is available. Diagnostic/Prescriptive, Itinerant, and Resource Services are within the aegis of the School Screening Committee, excepting parent appeal. Self Contained Services are within the aegis of the Regional Screening Committee, with monitoring responsibility of School Screening Committee function. Special School and Residential Services are within the aegis of the Central Screening Committee, with Monitoring responsibility for the Regional Screening Committee function. Home and Hospital

Services are centrally coordinated, and all procedures accommodate the Levels of Service as specified within the State of Maryland Bylaw.

Regarding Interagency Collaboration and Involvement, the Health Department and numerous local public and private providers of evaluation and program services collaborate in the Child Find program. This includes all college and university training programs, hospital and university affiliated evaluation centers, community mental health centers, social and juvenile services, and local nonpublic schools and foundations for the handicapped.

Parent involvement in the identification, location, and evaluation of children referred begins with the inquiry. Peer parent referral is greatly encouraged and many actual child finds result from a community of parents who have found a way to appropriate service within the system and are exploiting the connection. Parents are invited and encouraged to participate in the actual screening process, and to assist in the preparation and implementation of the IEP. Parent appeal and due process rights are a part of the parent involvement process and are most appropriately perceived as a negotiated dialogue with the parent. Confidentiality requirements are met by the Screening Committee assuming primary responsibility for collection and transfer of information. Only personnel directly involved in the provision of service to the child, and the immediate supervisor have specific access to data. A logbook is kept by each screening committee for use in recording the kind, number, and source of referrals.

The procedures to be utilized for follow up of children referred specifically include the guidelines for IEP development as an integral part of the screening process. Children who qualify for service, or who are proposed for reevaluation at a later date for possible service are followed through the monitoring of the individualized education program. The evaluation component of the IEP includes an evaluation of the procedures utilized for follow up. A record of all children referred for evaluation and possible service is kept. Program services are designed directly from data on referrals and services indicated as a result of entry to the screening process, and the overall level of parent awareness of child find procedures are specific factors included in the procedures for evaluation of the initial child find program.

At a fixed point in time, through evaluation and refinement of the child find procedure, and through continued audience saturation regarding the provision of services for unserved children, full service of some kind is provided for all handicapped children. Only the occasional child is discovered who has not received some type of service provision. During the 1976-1977 school year, for example, the Baltimore City Public Schools offered some type of special program for all identified handicapped children, serving in excess of 12% of the total school age population. Programs and services were established in all schools within the system, and the parent and professional communities were at least generally aware of available services, who to call, or where to go.

It is clear that the earlier we identify the unserved handicapped child, the greater the probability that disparate function from the norm can be reduced or alleviated. Certainly, this also applies to the child with functional deficits in the general school program, which when taken together with learning style and rate, indicates some level of service as a handicapped child. Similarly, the child already receiving handicapped services of one kind (special school services) may also be underserved (speech therapy). The long term efficacy of the child find process specifically includes the early and timely identification of children with special learning needs in the school program who require special handicapped services to ensure equal educational opportunity. Services are based, not on a specific label applied to the child, but on a level of service provided (diagnostic/prescriptive, itinerant, resource, self contained, special school, residential). The determination of the appropriate level of service provided is based on the disparateness of the child's performance from the age or grade appropriate norm according to a set of multiple criteria (general health, motor skills, visual motor skills, language, organic behavior, social/emotional development, and academic achievement).

The Individualized Education Plan developed for each identified handicapped child (child in need of service) is specifically designed to provide appropriate service for each child. This plan includes an assessment of learning strengths and weaknesses, the establishment of specific instructional objectives, an estimated length of time for accomplishment, and a way to evaluate and revise the IEP, based

on the adequate service provision. As the child process evolves beyond the establishment of programs for the unserved, the issue of adequate service will determine the efficacy of the child find procedure. Since we do in fact identify the handicapped based on disparate function, the efficacy of the instructional program will be measured by a decrease in disparate functioning, as determined by the IEP. The IEP becomes the significant child find instrument, with progress measured by a gain in instructional months.

SECTION C

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

The establishment of a Comprehensive System of Personnel Development is addressed in the law and regulations as a responsibility of state education agencies. Nevertheless, large urban school systems with their complex needs and responsibilities must similarly conceptualize a systematic overall approach to personnel development in order to bring about full delivery of services to the urban handicapped.

Dr. Joyce Payne presents some preliminary considerations relative to planning for implementation of CSPD. Ed Dambruch then presents a systematic approach to the total process, conceived in terms of planning, implementation and education. Dr. Allen R. Sullivan finally describes the experience of the Dallas Independent School District in attempting to implement a comprehensive plan.

PLANNING FOR THE IMPLEMENTATION OF A COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Joyce Payne

PLANNING FOR THE IMPLEMENTATION OF A COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Joyce Payne

"The futurist longs to do something about the 'falling wall' syndrome, that is, the propensity to procrastinate until the full weight of a problem falls on us."[1] The adoption of Public Law 94-142 has been referred to as a "revolution" in education. Although it does not represent a radical change in the direction of education, it certainly reflects a "futuristic" view of special and regular education. In other words, the immediate impact of the legislation cannot be de-emphasized, but the long range effects could be consequential for educators who foster a proactive approach to organizational management and administration.

Today, futurists are predicting such educational innovations as the use of "holography or the projection of three-dimensional visual images which purportedly will revitalize audio-visual education; the use of laser assisted instruction which could replace the utility of computers for instructional, data collection, and retrieval processes."[2] One could easily ignore these projections as scientific fantastico or examine the evolution of education in conjunction with technological developments and thus conclude that such ideas are entirely legitimate and feasible.

As a futuristic approach suggests, the conventional response to the "Education for All Handicapped Children's Act" would be a reactive impulse, but a prudent approach could generate an orderly proactive planning process. Such a response is especially germane to what Schofer (1976) refers to as the "foundation or underpinning of the Law"[3] - the development of a Compre-

hensive System of Personnel Development. Specifically, the Law states that:

> "Each annual program plan must include a description of programs and procedures for the development and implementation of a Comprehensive System of Personnel Development which includes: (a) The inservice training of general and special educational, instructional and support personnel; (b) Detailed procedures to insure that all personnel necessary to carry out the purposes of the Act are appropriately and adequately prepared and trained, and that activities sufficient to carry out this personnel development plan are scheduled; and, (c) Effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects and for adopting, where appropriate, promising educational practices and materials developed through those projects."[4]

The development of a Comprehensive System of Personnel Development (CSPD) cannot be viewed independent of provisions mandating the development of Individual Education Programs, Procedural Safeguards, Least Restrictive Environment or any other major provision. The content of a CSPD should be designed on the basis of these provisions, for it provides the superstructure for the building of a generic inservice training program.

Further, the development of a CSPD is related to the creation of a National Cooperative Manpower Planning Program in Special Education, which is currently being undertaken under the aegis of Dr. Richard C. Schofer of the University of Missouri-Columbia. Cooperative manpower planning for special education was developed in response to the lack of a national model in special education. It is also conceived as a mechanism for assuring State compliance with Public Law 94-142. Currently, the Bureau of Education for the Handicapped, Division of Personnel Preparation, "has entered into a concentrated effort to encourage and assist the various states to develop cooperative manpower planning programs."[5]

Such manpower planning projects now exist in the states of North Carolina, Iowa and Ohio. Additionally, BEH has funded three pilot models in Massachusetts, Florida, and Kentucky. Therefore, the creation of a CSPD at the local level ultimately interfaces with the global organizational structure of personnel development.

OVERVIEW OF CSPD

As stipulated in the regulations, the major thrust towards the development of a CSPD is focused on inservice training. Inservice training means "any training other than that received by an individual in a full-time program which leads to a degree."[6] The regulations imply that preservice training can be accommodated within the scheme of an on-going inservice program, or that the further development of a systematic manpower planning program will address preservice needs in cooperation with institutions of higher education. The law also requires that in-service training be targeted for regular, special, and support personnel, a complementary goal being to certify all instructional staff under the aegis of special education. In terms of certification, the law defines "appropriately and adequately prepared and trained" to mean that the State has completed the following steps:

(1) Certification of all special education instructional personnel who qualify under State standards

(2) Temporary certification of personnel that do not qualify under item (1)

(3) Certification of all regular education personnel who serve the handicapped and those who participate in inservice

education programs designed for such purposes

(4) State certification, registration, or licensing of all support personnel who provide direct services to the handicapped

(5) Ongoing participation of all personnel providing direct and support services in training activities

In reviewing the regulations, it is significant to note that the major responsibility for the planning and assurance of implementing of a CSPD is primarily designed to the State. However, it is important that local educational agencies participate in the "development, review and annual updating"[7] of the State plan which delineates the personnel development system. It is required, that such involvement be outlined in the State's annual plan with some elaboration on the nature and scope of such participation. The involvement of local educational agencies is also mentioned under the technical assistance provision in terms of the extent of technical assistance provided LEA's in the implementation of the system. This by no means implies less reliance on LEA's to establish a CSPD for local implementation. Moreover, it is the responsibility of LEA's to implement in totality those goals, objectives, and programs that are formulated at the State level relative to personnel development.

IMPLEMENTING THE STATE PLAN

The present structure of special education programs within urban schools has been greatly influenced by the needs of the students it serves. Prior to the mushrooming of mainstreaming, handicapped children were isolated

in superficial settings that had little resemblance to the world in which they live. Likewise during this period, special education staffs were isolated from the larger body of regular educators. Such lack of interaction with the regular education community is no longer widespread, and should become even less prevalent if the school is in fact providing quality services to handicapped children in highly heterogeneous settings. With the abandonment of exclusive settings for handicapped children, Directors of Special Education should require their staff to be as diversified as the constituency they serve. The extent of this diversification will be greatly dependent on how the special education department fits organizationally into the school hierarchy.

It is, first of all, essential that one examine the goals and responsibilities of the special education unit to determine if such goals can be accomplished within the present organizational and management structure of that unit. For example, in many systems the special education head is as assistant superintendent and reports directly to the superintendent. This organizational placement connotes a higher degree of authority than that possessed by special education directors who report to one or a number of staff members in the immediate cabinet. The latter has less influence on those units that must provide support services to exceptional students. Understandably, if one is unable to influence such administrative changes, it would be necessary to propose a "collaborative" organizational structure for the special education unit, which could make such services and staff more accessible and accountable to the special education head. To carry out effectively the functions of the special education unit, it is imperative that a coordinated organizational structure be developed. This could

ultimately improve the quality and quantity of services, in addition to minimizing duplication of effort. Public Law 94-142 and the creation of a CSPD require a collective approach to the delivery of services to special students, parents, and the instructional and support staff. An evaluation of the organizational and management structure should be an integral process with a supporting comprehensive assessment of the special education unit functions. A comprehensive assessment of personnel development must be based upon the characteristics of the students, the school program, the community, and the goals and objectives of the instruction program, in addition to an assessment of the:

(1) Organizational structure and management of the special education unit

(2) Major goals for provisions mandated by Public Law 94-142 in conjunction with State laws, and local policy

(3) Staffing patterns and the range and scope of individual responsibilities and competencies

(4) Quality of the instructional program and the accessibility of support services

(5) Degree of involvement of parents and advocacy group representatives

(6) Fiscal resource availability for personnel development activities

(7) Material and media resources for inservice activities.

In consideration of the above factors, an assessment prior to the development of a CSPD should establish the: (1) target population; (2) short and long range goals; and (3) degree of training required. Following

these determinations, a CSPD design should be drafted to interface with the State plan, with major provisions in P.L. 94-142, and with the unique characteristics of the local school system. Conceptually, the overall process for the development of a CSPD may be depicted as follows:

NEEDS ASSESSMENT---------- DEVELOPMENT

DIFFUSION---------- INTEGRATION

EVALUATION---------- MODIFICATION

WHAT CONSTITUTES A QUALITY INSERVICE TRAINING PROGRAM?

In her article, "Creating Organizational Structures for the In-Service of Teachers," Marilyn Nelson discusses five inservice training models including the "Systematic Corporate Model" which is utilized by her in the Montgomery County School System. She also treats the Higher Education Model, the Contemporary Topics Institute, the Model of Commerce, and the Institution of Higher Education-Local Educational Agency Cooperative Model.

The Higher Education Model, as articulated by Nelson, is so entrenched in public education that it needs no critique. Nelson states that "The most common structure for delivery of 'in-service education' to teachers is the result of a 'laissez faire' attitude on the part of the school system, or rather, an attitude that advanced professional training is best left to colleges and universities."[8] The Contemporary Topics Institutes and the Model of Commerce are more general approaches that are greatly dependent on interest areas or the current fashion of training packaged models available for adoption from independent persons or educational organizations. The Contemporary Topics approach is referred to as a

"smorgasbord" of subject areas that is often too broad to compartmentalize the precise demands of the clientele. Both the Contemporary and Commerce models fail to consider diversity in competent levels and tends to reflect organizational priorities as opposed to individual needs. Therefore, minimal attention is focused on assessment, comprehensive training, evaluation, and follow-up of participants readiness, skills, and accomplishments.

In conjunction with the goals and objectives of Public Law 94-142 and in consideration of the pecularities of urban schools, the utility of the IHE-LEA Cooperative Model is most appealing. As the title connotes, institutions of higher education and local education agencies would be responsible for the development and implementation of collaborative inservice training programs. In most cases higher education representatives would provide the manpower and material resources, with the LEA's determining the need, focus and design of such activities.

Moreover, the Systematic Corporate Model previously mentioned provides school systems with a personnel development unit that is permanently integrated into the organizational structure and serves as a mechanism for bridging the gap between special and regular education. More importantly, the inservice training needs are never stagnant under this model. Programs are tailored to meet the changing needs of the staff and students.[9] As stated by Nelson, "the program design is flexible enough to admit new ideas for training--provided they are justified by what teachers need and are related to new programs, new or established priorities, or individual teacher's skills.[10] This four-dimensional structured model consists of: (1) a quasi-legal framework; (2) a conceptual framework within the organi-

zation; (3) a design framework; and (4) a support system.[11] "Assurance that the four frameworks exist and that quality of program and the structure of the framework are maintained is the responsibility of one department within the organization."[12]

Regardless of the inservice model utilized, Nicholson's critique of the literature on Lawrence's study of successful inservice training programs indicates the following characteristics of such activities:[13]

(1) Programs are individualized

(2) Programs allow for active, participatory activities

(3) Programs require supervised demonstration exercises with immediate feedback

(4) Programs facilitate participatory interaction

(5) Programs demonstrate continuity, and proactive planning as opposed to reactionary activities

(6) Programs reflect the concerns and input of participants

(7) Programs are "self-initiated and self-designed".

Many of the characteristics of a "good" inservice training program are closely associated with and supportive of the teacher-operated teacher center approach to the delivery of inservice training. Such an approach can minimize major problems identified by Nelson and may develop a sense of "ownership" among teachers, in that such centers utilize the leadership skills and competent representative of the target group. Further, the problem of inaccessibility and lack of continuity is minimized; the proximity and stability of the program in terms of placement within the administrative and physical structure of the school organization is extremely positive; and, more important, the trainers would be more aware,

familiar, and responsive to the professional and personal needs of the trainee. Obviously, any inservice program that is operated by teachers for teachers has the essential makings of a "successful" approach to the delivery of inservice training.

TRAINING PRIORITIES

In operationalizing a CSPD, urban schools will find it necessary to dilute the grip of specialization toward the development of a synthesis of training priorities, thus enabling a multi-inservice training program to evolve that reflects cooperation between LEA's, institutions of higher education, and state department of education. Based on a comprehensive assessment of staff competencies in conjunction with the mandate of Public Law 94-142, local training priorities should be extremely diverse. However, currently training priorities generated by the law include projects that focus on "preschool handicapped children and infants, severely and multi-handicapped, paraprofessionals, physical education, therapeutic recreation, interdisciplinary programs, general special education, career or vocational education programs, preservice and/or inservice for regular education teachers and physical education and recreation specialist..."[14]

The realization of these inservice goals is paramount in an effort to provide a "free and appropriate education to all handicapped children."

FOOTNOTES

1 Stephen J. Knezevick, "Perspectives on the Educational Programs in 1985," Educational Futurism 1985, Walter G. Hack, et al. (Berkeley: McCutcham Publishers, 1971), p. 60.

2 Ibid, p. 51-57.

3 U.S. Office of Education, Bureau of Education for the Handicapped, Conference Summary of Public Law 94-142, (Washington, D.C.: Roy Littlejohn Associates, 1976).

4 U.S. Department of Health, Education, and Welfare, Office of Education, "Education of Handicapped Children and Incentive Grants Programs, Federal Register, (Washington, D.C.: Government Printing Office, December 30, 1976), Part IV, 121a.2660.

5 Richard C. Schofer and Robert L. McGough, "Literature Review of Cooperative Manpower Planning," Cooperative Manpower Planning, (Columbia, Missouri: Department of Special Education, University of Missouri-Columbia, May, 1976).

6 Op. Cit., 121a263(a).

7 Op.Cit., 121a262(2).

8 Marilyn Nelson, "Creating Organizational Structure for the In-Service Training of Teachers," Cultural Pluralism and Social Change, Richard M. Brandt, et al. (Palo Alto: Teacher Corps, June, 1976), pp. 72-73.

9 Ibid, pp. 71-79.

10 Ibid.

11 Ibid, p. 75.

12 Ibid, p. 76.

13 Alexander M. Nicholson, et al., Literature on In-Service Teacher Education, (Palo Alto: Teacher Corps, June, 1976), pp. 16-23.

14 Herman Saettler, "Current Priorities in Personnel Preparation," Exceptional Children, Vol. 43, #3, November, 1976, p. 147.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT-THE TOTAL PROCESS

Edward Dambruch

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

-THE TOTAL PROCESS

Edward Dambruch

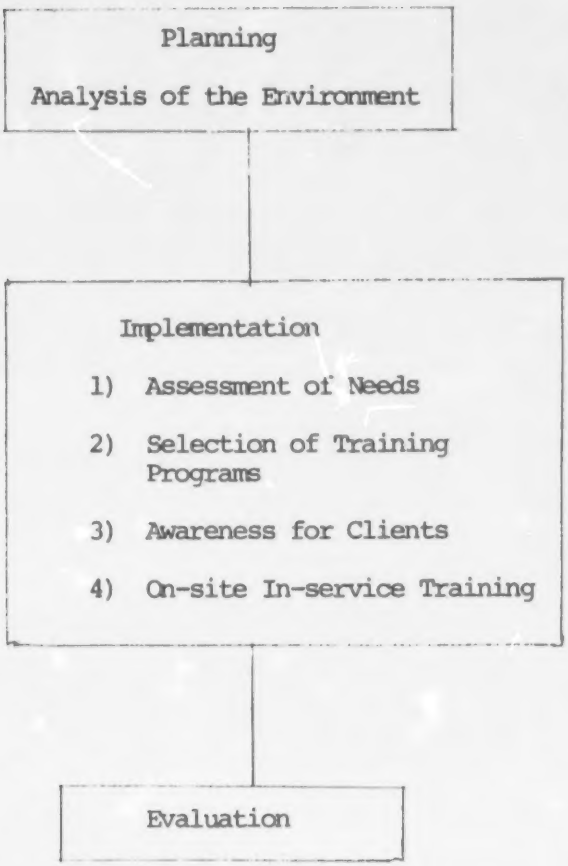
The success of education programs for handicapped children will be determined by the development and implementation of activities which will insure that all parties affected by such programs are adequately prepared to both deliver and receive them. Newly approved federal regulations for Public Law 94-142, which amends Part B of the Education of the Handicapped Act, require that each state and local education agency develop and implement a "Comprehensive System of Personnel Development" which includes:

a) The inservice training of general and special educational instructional, related services, and support personnel;

b) Procedures to insure that all personnel necessary to carry out the purposes of the Act are qualified (as defined in 121a.12 of Subpart A) and that activities sufficient to carry out this personnel development plan are scheduled; and

c) Effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed through those projects.

This paper will attempt to describe a system or process, which is both responsive to federal regulations and capable of providing the trained human resources needed to deliver services associated with successful programs. It will address what the writer considers to be the three stages necessary for putting into place a viable "Comprehensive System of Personnel Development". They are planning, implementation and evaluation.



STAGES OF THE PROCESS

Figure 1

Planning - An Analysis of the Environment

Planning the system can best be approached by asking a series of questions about the environment in which the system must emerge and function. What are the forces which will influence the shape of the system? For example, there are state and federal legislation and regulation which must be addressed. Settlements relating to court litigation must be studied.

Client groups which would affect and be affected by the system must be identified and involved in the planning. Teacher organizations and advocacy groups are two of the aforementioned groups whose involvement is an especially critical one.

What are the resources, human, fiscal, and material, which are critical to the system's success? Of those listed, which are now in place? Where can the others be accessed?

Within the local school district, what are the roles and responsibilities of the special education administrator vis-a-vis staff development? Does the district have an existing staff development program? What are the research, planning, and dissemination capabilities which are present?

How can the special educator access these services? If not present, how can they be developed within or shared with other districts? What technical assistance is available from the state education agency?

While the writer has posed many questions in a relatively short textual framework, the importance of a careful analysis of the answers to these questions is not to be minimized. The proper response to these environmental forces will dictate the degree to which the implementation of a proactive system of staff development is successful.

Advisory Group

The first step toward the implementation of a "Comprehensive System of Personnel Development" should be the convening of a special education staff development advisory committee for the local district. This committee, specifically representative of the constituencies directly affected by the process, serves two important purposes. First, its members provide the input which is needed to make decisions regarding who shall be trained and what will be the nature and content of the training programs. Second, the membership will serve as extension agents as they interpret the programs to their groups and encourage and assist the participation of the members whom they represent.

Needs Assessment

Staff development needs which relate to the specific problem at hand should be determined at two levels. As one examines the sections of the regulations which address the provision of a free and appropriate public education for all children between the ages of three and twenty-one, programmatic needs and their inherent training needs become obvious. To serve the unserved, an extensive Child Find program must be initiated. Staff must be trained in screening and placement procedures for this population. The development of an Individual Education Program for each child newly identified or currently being served has many varied ramifications for staff training. Procedural safeguards, non-discriminatory testing, and the whole issue of confidentiality call for a renewal of those skills needed

by both the professionals, non-professionals, and parents who are involved. Principals and other administrators must be trained in order that they can effectively establish the organizational structure which will provide for the necessary continuum of services. The regular classroom teacher now will be heavily involved in the delivery of services to the child with special needs. Parents need to be trained in order to support the individual program through home teaching, and to serve on local advisory councils. The list of training areas and potential trainers is almost limitless, yet it needs to be inventoried.

At a second and more specific level, skill needs related to the aforementioned areas have to be assessed. This level requires the developing of an assessment process including the needed assessment instrumentation. Perceived needs of the professionals, non-professionals and parents must be gathered. These perceived needs must be matched with those which experts in the area feel professionals will have to address.

Selection of Training Programs

Training programs, which are responsive to both the programmatic needs and the related skills needed by the program clients, must be either identified or developed. The writer suggests that many training programs, which either in whole or in part provide these skills, have already been developed. Access to these programs, which can be adopted or adapted to meet local requirements, can be gained through such areas as examining the products of the research and development laboratories, programs listed on the Office of Education's National Diffusion Network Catalog, programs which have been listed in the National Institute of Education's Catalog, or programs which have been developed by such groups as the Council for Exceptional Children (CEC),

or the National Association of State Directors of Special Education (NASDSE). There should be an active involvement by the staff development advisory council in the final selection of those programs which will provide the basis for inservice training.

Identification of Training

Working in collaboration with a local institution of higher education, the district should identify trainers and establish these details relating to program content and length of training experience which will be necessary in order that these higher education institutions will grant graduate and/or program credit to the participants. The credit incentive is an important consideration which encourages participation in the training process. Peer trainers should be jointly identified and trained by the higher education institutions and the district. Every effort should be made to utilize classroom teachers to train classroom teachers, administrators to train administrators and the like.

Awareness

Next, the district should sponsor an awareness activity which would allow representatives of the prospective trainees to interact with both the program developer and the trainer. Meaningful participation in staff development activities will only ensue as a result of a complete awareness on the part of the system's clients as to the details of the prospective training program. Dialogue between developer, trainee, and trainer establishes a firm foundation upon which the system can be built. During this time period of awareness, the program developer can serve to train the trainers in the details of their particular program.

Post awareness activities should include follow-up in each of the district's school units by the extension agents. Follow-up activities involve further delineation of course content, and other details relating to the trainers, and to prospective trainees.

Training

Training activities initiated as part of the staff development system should take place on-site, meaning either at some central location within the local school district or within the trainee's individual school buildings. Such incentives as released time, graduate and program credit should be linked to the training activity. These activities should be continually monitored to insure relevance and quality control.

Plans should be made to follow-up the training experience with on-site implementation assistance by the trainers. This clinical experience should be an important part of the training sequence. Training should be evaluated by the participant immediately after completion; the impact should be measured in the immediate future.

Evaluation

The development and implementation of a staff development process for special education should be evaluated. The writer would suggest utilizing a discrepancy evaluation model which requires the development of a standard (program design) for each stage of the process and the ongoing measurement of critical points (decision situations) within these stages. Modifications to the program design are then made as a result of data obtained from the evaluation design.

In summary a carefully planned, implemented, and evaluated system of staff development, which constantly involves its clients, is critical to

the successful delivery of a free and appropriate public education to children with special needs. This system is not the responsibility of one specialized group within our educational system. It requires a cooperative effort among all parties.

SPECIAL EDUCATION PERSONNEL DEVELOPMENT- AN URBAN ADMINISTRATOR'S PERSPECTIVE

Allen R. Sullivan

SPECIAL EDUCATION PERSONNEL DEVELOPMENT

AN URBAN ADMINISTRATOR'S PERSPECTIVE

Allen R. Sullivan

The following paper will focus on staff or personnel development efforts designed by the Special Education Department of the Dallas Independent School District. These activities were conducted to provide support, knowledge, and technical assistance to special education instructional staff (inclusive of teacher aides) of approximately 550 people throughout the 1976-77 academic school year. Some background concerning the staff development emphasis required by court order in school years 1974-75, and 1975-76, respectively, would be helpful in understanding some of our concerns relative to personnel development.

The federal court ordered that in 1974-75 all staff development sessions were to focus on affirmative action designed to ameliorate institutional racism. During the 1975-76 school year the court ordered that all staff development sessions focus on the development of a base line curriculum document which would identify and develop educational objectives and activities to insure a standard of education across all grade levels for the school district. Thus staff development efforts centered around these two major themes. In the 1976-77 school year we are carrying out the first year of a desegregation court order which divided the district into 5 geographical sub-districts and provided for uniform grade configurations of K-3, 4-6, 7-8 and 9-12 respectively. Special education was specifically mentioned in the court order indicating that

special education should continue to be guided by and adhere to Texas Statute.

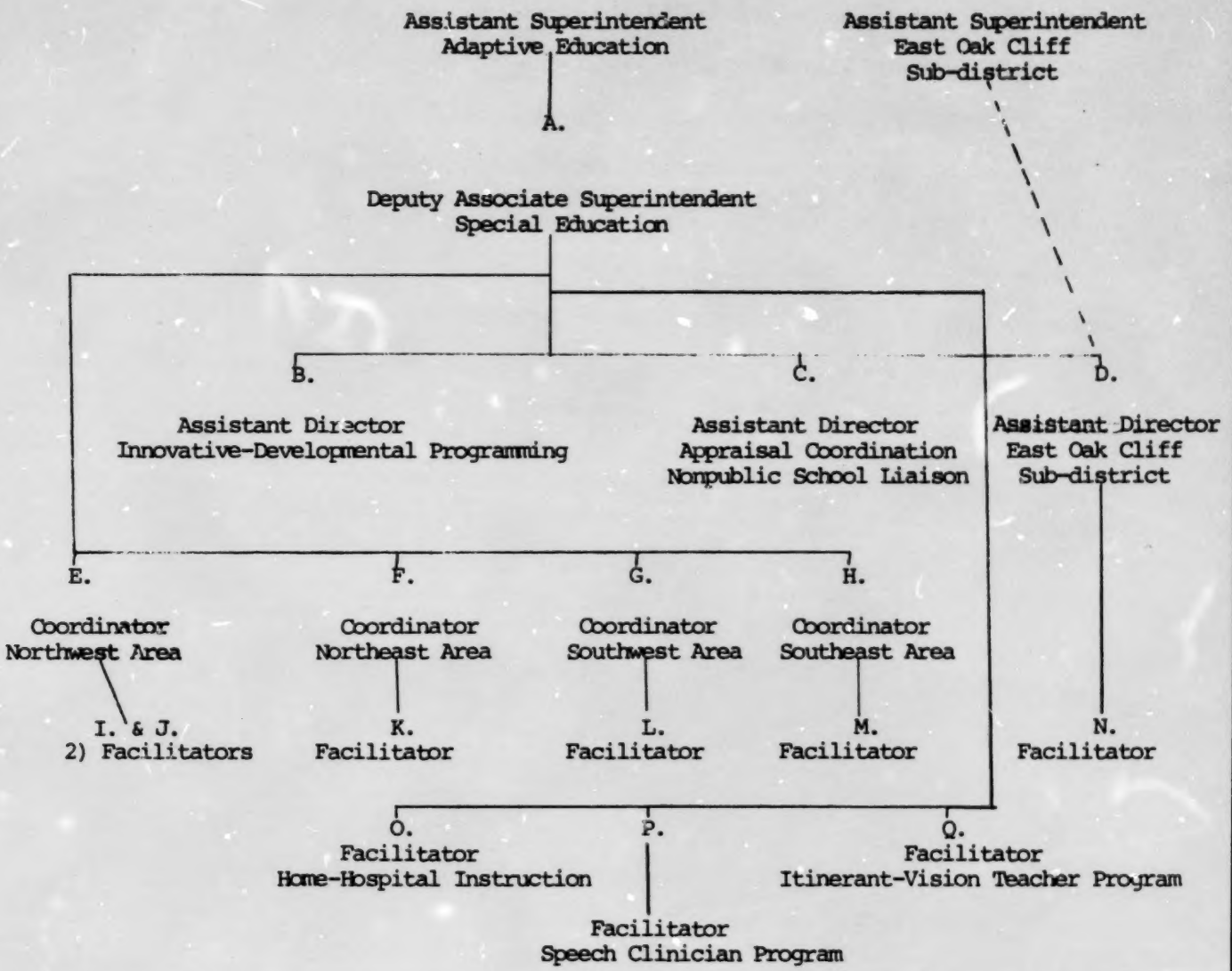
Since 1976-77 school year was the first year within the past three that the special education department had exclusive authority to determine the scope and thrust of staff development efforts, the organizational configuration for the deployment of staff for personnel development purposes had to be devised and implemented. This task was complicated by a confluence of often conflicting demands for more responsiveness by the public school special education programs, e.g., the quest for mainstreaming (or the progressive reaccommodation of mildly and moderately handicapped youth within the regular educational process), the inclusion of more educational opportunities for profoundly and severely handicapped youth, development of occupational and vocational efforts for handicapped secondary level students, requests for generic noncategorical or decategorized personnel and the quest for authentic multi-disciplined educational planning for handicapped students, to mention a few.

It would be helpful for an understanding of the methods used to deploy staff for personnel development purposes to have an illustration of our current departmental staffing pattern for the delivery of Special Education instructional services. It should be noted that support services of counseling, educational appraisal, health appraisal, psychological appraisal, speech, language and hearing appraisal, and vocational/occupational appraisal, where appropriate, are provided through the pupil personnel services division. Thus, they are not included in the diagram.

The following is an outline for the organizational schema for the special education staff:

TABLE 1

Special Education Organizational Schema



Notes:

1. The school district was divided into 5 specific geographic sub-districts by the recent desegregation court order, thus direct special education services reflect this configuration with coordinators having

geographic responsibilities. These responsibilities include budgeting, planning, instructional locations, supervision of teacher and coordinating child study staffings, which includes determining special education service eligibility and placement.

2. Facilitators are assigned to the five sub-districts and the home-hospital, speech clinician, and vision program respectively as direct links to the sub-district, the building principals, and teachers. They spend a significant amount of their time supervising instruction and monitoring the utilization of special education departmental resources.

3. Each Assistant Director has a doctoral degree in education.

   a. The assistant for innovative developmental programs has responsibility for proposal development, program implementation, and other efforts such as child-find and infant stimulation.

   b. The Assistant Director for appraisal and non-public school liaison coordinates and supervises 18 educational diagnosticians who are responsible for determining educational needs and assisting teachers in the formulation of educational plans. The second responsibility of this assistant is monitoring the equality of services provided to severely and profoundly handicapped students contracted to non-public school agencies.

   c. The third Assistant Director has geographic responsibilities, that is, the East Oak Cliff Sub-district was designed by the court to serve as a model for decentralized service delivery to a predominantly black student population within the district.

The Special Education program receives representation directly at the executive team level through the Deputy Associate Superintendent for Special Education and Assistant Superintendent for Adaptive Education to whom he reports. The Assistant Superintendent has administrative responsibilities for pupil or support services as well as the Special Education Program. The organization of our department geographically to be consistent with the court order is reasonable for coordinating dual services to the local campus level. We feel that it isn't the most efficient way of organizing or carrying out staff development functions. Thus, the special education programs adopted a matrix design for the planning and implementing of special education personnel development activities which fit the specific instructional needs of the staff.

Note:

The matrix design (see Table 2) affords the following advantages:

a. The vertical columns indicate that the coordinators and facilitators have geographic responsibilities, that is, they are assigned to supervise all special education classes in each sub-district, and to be the liaison person between the program, principals, instructional supervisors, and operational supervisors, who are responsible for the regular educational program.

b. The horizontal portion of the matrix design affords the following advantages: A cluster of special education personnel in conjunction with support services, provides the conceptual responsibility for instructional roles or program strands, that is, they have obligations to view the district's offerings in the entirety within that

TABLE 2

MATRIX DESIGN FOR PERSONNEL DEVELOPMENT AND INCREASED ORGANIZATION EFFICIENCY

Instructional Role Groups or Program Strands	Administrative	Sub-districts					Related Instructional Services
	(A) Deputy Associate Superintendent Special Education	Southwest (G) Coordinator	Northeast (F) Coordinator	Northwest (E) Coordinator	Southeast (H) Coordinator	E. Oak Cliff	(O) Facilitator Home-Hospital Instruction
	(B) Assistant Director-Innovative & Developmental Program	(L) Facilitator	(K) Facilitator	(I) Facilitator	(M) Facilitator	(N) Facilitator	(P) Facilitator Speech Clinician
	(C) Assistant Director-East Oak Cliff Sub-district			(J) Facilitator			(Q) Facilitator Interact Visual Instruction
	(D) Assistant Director Appraisal Coordinator & Non-Public School						
I. Early Childhood	A	G		E			P
II. Developmental Centers	B		F, K		H		
III. Resource Room		L			M	N	
IV. Self Contained Room				E		N	
V. Visually Impaired	A			I	M		
VI. Total Communication	A			I	M		
VII. Emotionally Disturbed							
VIII. Deaf Education	Regional Day School Staff						
IX. Vocational Academic Coord./Sheltered/ Transitional Work Experience		G	F, K	L	H		
X. Special Education Aides	Designated Staff and Regional Consultants from the Educational Service Center						

specific instructional role and to make suggestions, comments and proposals for the appropriate utilization of that particular instructional role as well as any training needs that are identified. They also develop needs assessment inventories and observational inventories to be utilized to develop needs assessment information which will be employed in planning staff development functions. They also are called upon to give presentations, present literature on and make comments upon specific issues that they feel the central office staff should be aware of in terms of provisions for students in this particular instructional arrangement.

4. Instructional Role Groups/Program Strands

The instructional staff, i.e., teachers and aides, were organized into role groups that reflected specifically the aggregate needs of students assigned to their classes for instruction. The typical configurations are by grade level or geographic areas. We feel that the following organization is more functional:

I. Early Childhood Instruction. Texas state law provides special education services for eligible students beginning at 3 years of age. Thus, early childhood units are located at designated regular school campuses. It should be noted that kindergarten became mandated in the state during school year 1975-76. Thus, the special education program has been engaged in providing early childhood experience prior to the district's emphasis in this area. This experience can and has been used as developmental capital for

the district. It is our contention that teachers and aides in this program need specific staff development activities suited to the populations they service.

II. Developmental Instruction provides special education services located in regular school campuses in each sub-district for severely profoundly impaired or multi-handicapped students who need temporary or permanent placement and necessary support services. Thus teachers would need specific knowledge of the physical management of students, toileting, feeding, etc.

III. Resource Room Instruction is a provision of part-time individualized instruction by a special education teacher for two hours or less per school day in an area of instruction specified by the child study of admission, review and dismissal committee. Thus, the teacher would need to know informal instructional assessment techniques and techniques for small group instruction.

IV. Self-Contained Instruction is a provision where special education is provided on a full-time basis, two hours or more per day in a regular school, for students who need protective structured learning environments or intensified individualized instruction.

V. Visually Impaired Instruction is the provision of itinerant instruction for visually impaired students and direct help and support to the classroom teacher.

VI. Total Communication is a provision for students with limited language production capability who need to develop a

consistent communication system for the acquisition of learning and sharing thoughts with those around them, e.g., students with cerebral palsy of the speech mechanism. Total communication communicates the fact that those around the child will be provided opportunities to learn to utilize the adopted communication mode. Teachers will need specific instruction and monitoring on differential communication modes.

VII. Emotionally Disturbed Instruction is instruction at all grade levels for students experiencing emotional problems and behavior disorders and experiencing great difficulty in coping with, adjusting for, and benefiting from the structure and composition of the regular classroom. Thus, teachers need to be knowledgeable about behavior management techniques and other therapeutic strategies.

VIII. Deaf Education Instruction is the provision of comprehensive instruction on a regular school campus for eligible deaf students on a region-wide basis. Instruction includes integrated academic classes with an interpreter provided, self-contained instruction, integrated vocational classes with interpreters, vocational classes on a self-contained basis, and on-the-job training for senior students. Students are strongly encouraged to participate in extra curricular activities.

IX. Vocational Academic/Sheltered/Transitional Work Experience is the provision of a continuum of vocational experiences for eligible students who are moderately to profoundly handicapped. The vocational academic leads to graduation after six months of

successful employment. Sheltered experience is for the provision of protective learning environments and graduation alternative for students who would experience difficulties on full time work experiences. The transitional work experience for pupils not felt to be prepared for full time work experiences because of a lacking of specific readiness factor(s). Thus, this instructional provision is to determine pre-employment or vocational readiness and designed to resurface specific attitude and/or skill deficiency areas.

X. Teacher Aides are pulled out on a periodic basis and provided with opportunities to gain skills consistent with roles accepted by aides in the instructional arrangement to which they are assigned.

c. To be honest, a geographical arrangement by sub-district, not only in this district, but in all districts that I am familiar with, presents very clear territorial problems. People begin to engage in turf-protection behavior. The horizontal matrix design helps to break down turf-protection and provide opportunities for the staff to look at the totality of the special education efforts. It also provides a corresponding responsibility to give important information, sensitivity, knowledge and learning to aid in the implementation of an effective program across the district, i.e., across sub-district lines, while still maintaining the programmatic trust implementation and monitoring in the hands of people responsible at the sub-district level. The built-in expectation is that you, indeed, give critical scrutiny to program strands, and provide

critical reflective feedback to colleagues in an attempt to aid in the provision of quality educational experiences for handicapped youth.

Resources

Designated Staff Development Time - This school district has made a serious commitment to providing appropriate time - at least five full days per school year - devoted to special education staff development. Time available to conduct staff development is a critical resource.

Appropriate funding is the second reason for staff development programming. It is important to note that money is necessary, but not the critical issue. The will and commitment to respond to developing and enhancing quality educational experiences for handicapped youth is necessary. It is our contention, however, that a significant amount of money for teacher stipends and consultant time is not necessary. A significant number of our consultants have volunteered their services or charge a nominal fee. Very clearly, when provided appropriate opportunities for learning, professionals will opt for the experience in hopes of learning what will be necessary to do an excellent job. This statement is in response to the often asked question of what incentives, i.e., credit, money, time off, is provided if the educational personnel participate in the staff development activities.

Book companies, especially a company with whom you are spending several thousand dollars to purchase materials, have more than an obligation to deliver the materials. They should, and for us have been, strongly encouraged to provide meaningful staff development activities at no cost

to the district. A comment such as, "How can I be certain that your product works with the type of staff or students I have been talking to you about? Do you have exemplary programs using your product who could send a representative to share their knowledge and their experience with the product with our staff?"

Local professionals such as mental health-mental retardation personnel, hospital personnel, private institution personnel, university personnel, and a host of parents and professionals have been utilized to provide contracted staff development activities for select members of our staff. We have a significant amount of internal resources to meet these needs, but also recognize that we may have developed institutional myopia and need assistance from those external to the system.

Critical Issues

The following are a listing and description of some dominant issues which must be responded to in our staff development considerations.

1. Time-Distance-Location and Accommodations - This school district is approximately 340 square miles in area, thus, if you locate the meeting at a school in one area in the extreme northern or southern part of the city, there is a significant amount of travel required of staff members. An additional factor which needs to be considered is the availability of appropriate parking facilities and meeting rooms of sufficient size. Meeting sites are intentionally rotated so that each area will not feel neglected.

2. Needs Assessment Process - We are cognizant of the face that most literature on personnel development indicates that a needs assessment

process is necessary to determine the thrust of the development sessions. As I indicate previously, one staff development program had its thrust determined by court order. Thus, this school year focus was on recently enacted state and federally mandated requirements which needed to be addressed in a consistent fashion. The caution I have is, only develop areas in the needs assessment process that you have reasonable certainty that you car deliver. Otherwise, frustration ensues.

3. Collaborative Staff Development Efforts - It's paramount to include special education personnel, support services, i.e., psychologist, visiting teachers, speech clinician, educational diagnostician, and nurses in planning and implementing staff development activities. It is a constant challenge to emphasize the notion that we have to work together to appraise and instruct.

4. Educational Leadership Rather Than Followship - We have a challenge to provide activities and experiences which enhance the quality of education for handicapped youth in the most enhancing educational environment. Under legal provision such as Public Law 94-142 Education for All Handicapped Children Act of 1975, and Section 504 of the Vocational Rehabilitation Act of 1973, very significant challenges have been outlined that will call for innovative programming.

5. The inclusion of staff development activities for profoundly and severely handicapped youth, as well as regular education teachers must be addressed. These two variables are coupled together because the seeking, appraising, placing and educating of profoundly and severely handicapped youth in our schools will necessarily create a shift in the special education population of mild and moderately handicapped youth in the regular

education class for an increasing portion of instructional time. It is obvious that teachers have a variety of concerns which must be addressed, namely:

a. What do child study or appraisal teams do? In other words, how come this child not cured, once referred for special education?

b. What trade-off do I get when I receive special education students in my regular class? Is my class size reduced on some weighted basis?

c. Am I adequately trained to respond to the unique needs of special education students in my regular class? Will you provide opportunities for me to feel competent, confident and committed to the appropriate education of special education students in my regular education class?

d. Should schools be educating severely and profoundly handicapped youth?

e. What procedures and techniques can I use to keep my students in the regular class from teasing or otherwise stigmatizing handicapped youth who appear physically different from them?

f. If you are giving us what we wanted as expressed by the needs assessment process, why do we feel we are not getting what we needed?

Significant Challenges Ahead

1. In this district parents have been historically invited to attend and participate in the child study or admission, review and dismissal

committee process. The challenge is to present information translated from professionaleeze to parenteeze, i.e. accurate authentic and empathetic communication with parents as collaborative decisions are made concerning appropriate educational experiences for handicapped youth.

2. Case management responsibility that is providing training and opportunities for staff to learn about, develop and carry out continuity of services specified in the individualized educational program plans of handicapped youth.

3. This district provides formal procedures for all educational personnel (custodial, clerical, aides, instructional, etc.) individually or through representatives, to raise questions and make recommendations concerning specific areas of concern. This specific procedure is one method of developing a needs assessment information that does impact the training sessions, and I would strongly challenge and encourage others to adopt an information sharing program. Every question asked is given a written public response in a document which is distributed district-wide. Thus, if the answer is not satisfactory, additional input can be requested.

4. The provision of appropriate collaboration time for regular and special education personnel to plan and implement educational programs and unique staff development activities on early release days upon request.

5. An additional responsibility is to provide information and opportunities for the public to become aware of the nature and needs of handicapped individuals. The spirit and intent of P.L. 94-142 and Section 504 of the Vocational Rehabilitation Act for the unique instructional needs of handicapped youth must be appropriately provided for, recognized, and appreciated.

SECTION D

SETAC

The Special Education Technical Assistance Concortium (SETAC) is a project component of the Council of the Great City Schools, under a grant from the Division of Personnel Preparation of the Bureau of the Education of the Handicapped. The Association is composed of the twenty-seven Great City School Systems, under the leadership of the Directors of Special Education in each city.

In a previously published work entitled "Properties on Implementation of the Education for All Handicapped Children Act of 1975," Johnson and Kowalski described the activities of the National Training Institute, the first major activity of the SETAC Project.

In the present article, Anthony Kowalski describes the second major activity of the SETAC Project - four regional workshops conducted from February to April, 1977. The third phase of the project consists of direct technical assistance to individual cities for personal training activities related to P.L. 94-142.

THE SETAC REGIONAL TRAINING WORKSHOPS

Anthony P. Kowalski

THE SETAC REGIONAL TRAINING WORKSHOPS

Anthony P. Kowalski

The Special Education Technical Assistance Consortium (SETAC) was funded by BEH in June 1976 to assist the large cities in their efforts to implement fully P.L. 94-142. The overall plan for the SETAC Project involved three separate stages of operation - (1) national, (2) regional, and (3) local. It, furthermore, involved penetration of the total school system at three levels in a spiralling effect - (1) special education directors, (2) central administrative staffs and (3) local administrative and professional staffs.

National Training Institute

On October 20-22, 1976, the National Training Institute was held in Chicago. The primary goal of the Institute was to introduce the major provisions of Public Law 94-142 to Special Education Directors in the Council membership and to determine the status of implementation through a needs assessment. Therefore, the Institute focused on the following provisions:

1. Entitlement and Funding Problems and Issues
2. Procedural Safeguards Implementation
3. Doctrine of the Least Restrictive Alternative Implementation
4. Meeting the Full Service Requirement
5. Child Find and Needs Assessment System

6. Individual Educational Program Plan
7. Non-Discriminatory Testing, Evaluation, and Multi-Faceted Assessment
8. Special State Responsibilities and Other Provisions
9. Referral and Placement System
10. Technical Assistant Resources

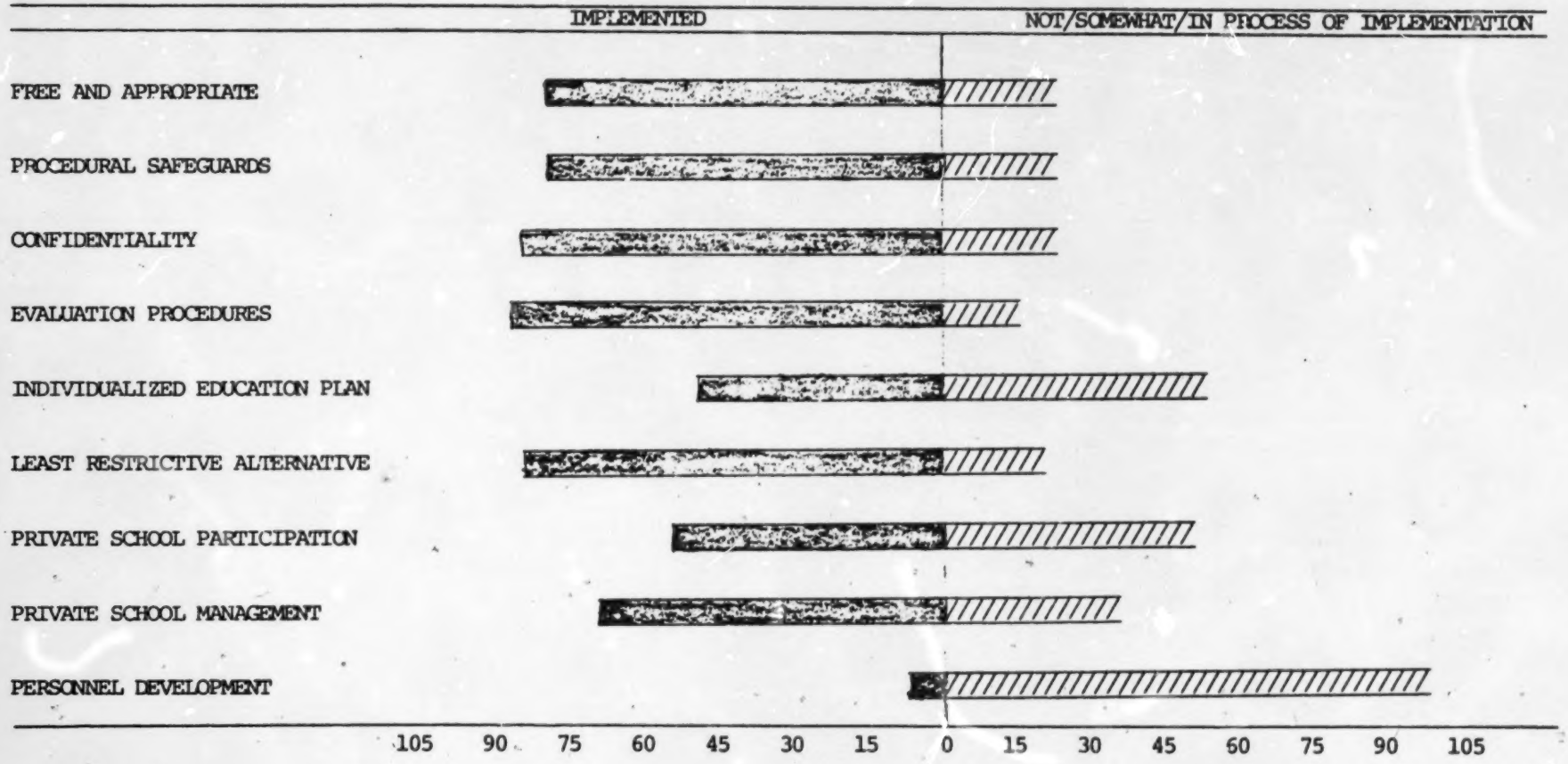
In order to complement gains realized as a result of the National Institute, two assessment instruments were administered to Special Education Directors to identify strengths and weaknesses relative to the implementation of Public Law 94-142. Additionally, personal interviews were held with each Director to further ascertain primary needs, secondary needs, and the degree of problems expected. A synthesis of assessment data dictated the nature and scope of the regional workshops.

Table I summarizes the overall results of the assessment of local priorities. The data presented is not only consistent with past surveys initiated by the Council, but is also in agreement with assessment data compiled through personal interviews. The 27 school systems identified individualized educational programs and comprehensive system of personnel development as primary needs.

Although 38 percent of the districts were currently planning for individualized programs, it remained the overall and regional priority. The second identified priority was the creation of a comprehensive system of personnel development, even though 71 percent of the districts were in the process of formulating a comprehensive staff development program. As defined in Subpart P of the federal regulations, "Comprehensive System of Personnel Development" refers to a "system designed to assure the availability of appropriately and adequately prepared and trained personnel

TABLE I

COMBINED STATUS OF IMPLEMENTATION OF P.L. 94-142



necessary to carry out the purposes of this Act. Such a system shall include provisions for inservice training, a personnel development plan, and a dissemination plan."

Other minor needs revealed in this survey were the implementation of the least restrictive environment provisons and the participation and management of children in private schools. These appear to be problems in only a few school systems.

The Regional Training Workshops

On the basis of the needs assessment that had been accomplished in October, four additional workshops were planned. These regional training workshops for central administrative staffs constituted the second phase of the SETAC Project. The primary goal of the National Training Institute had been to introduce major provisions of Public Law 94-142 to the target population and to assess their strong and weak areas with respect to the law. As a followthrough, regional workshops were now designed to intensify the focus on high-priority training needs. For the sake of continuity with the National Training Institute, the workshops were centered around the two primary concerns identified in each region. The major objectives of the four regional workshops were to:

1. Acquaint participants with the goals, status and assessment findings of the SETAC project.
2. Provide an overview of P.L. 94-142 and current federal regulations.
3. Conduct in-depth workshops with primary focus on two major problems.

4. Conduct in-depth workshops on the systematic incorporation of programs in the major areas.
5. Provide a forum to discuss mutual concerns within the region relative to P.L. 94-142.
6. Provide models of functional programs relative to high-priority areas that are currently being utilized within the Council membership.
7. Determine more precisely the state of the art in each city in terms of major problem areas and including the availability of resources and the identification of problems.

Location and Participation in Workshops

In determining the location of the regional workshops, four principal factors were considered: (1) travel cost differential within the region; (2) accessiblity of specialist with expertise in the subject area; (3) accessibility of resources; and (4) the frequency of past special education activities initiated by the Council within the area. Two cities in each region were initially designated as meeting the aforementioned criteria. After further consideration the finalized sites were: Atlanta, Oakland, St. Louis and Baltimore.

The 27 Council cities are divided into four regional areas, which consist of the following:

EASTERN	MIDWESTERN
Baltimore	Chicago
Boston	Cleveland
Buffalo	Detroit
New York	Milwaukee
Philadelphia	Minneapolis
Pittsburgh	St. Louis
Washington, D.C.	Toledo

SOUTHERN	WESTERN
Atlanta	Denver
Dade County	Long Beach
Dallas	Los Angeles
Memphis	Portland
Nashville	Oakland
New Orleans	San Diego
	San Francisco

The project supported the involvement of three representatives from each school system. An additional three participants were permitted to attend from the individual cities, but at the cities' own expense. Participants were either top level special education administrators, or those with responsibilities in the areas of comprehensive personnel development and the individualized education program. Board members and government relations specialists were also welcome to attend. The final determination as to attendance from the individual school system was made by the special education director in conjunction with the superintendent.

Invitations to attend were also extended to the state directors of special education in the states of that region and to special education directors in other very large cities in the region.

Methodology

Prior to the implementation of the regional workshops, the full plan for each workshop was formulated and disseminated to all special education directors. This plan specified (1) findings from needs assessment; (2) tentative workshop agenda; (3) timetable and locality information; (4) proposed participants; (5) training strategies; and (6) workshop specialist and resources. Each special education director and each superintendent received copies of the plan for informal approval and further suggestions.

Basically the needs assessment data identified by regions was somewhat consistent. As a result, all workshops focused primarily on Individualized Education Program Plan and Comprehensive System of Personnel Development. This consistency simplified the planning and design of the regional training strategies. Primarily, the workshops were product oriented with focus on the dissection of functional models or simulated programs being used in the subject areas and preferably within the member schools. Ideally, participants not only analyzed a model-product within the workshop, but also developed strategies for incorporating these changes. To further complement this process, two basic training methods were utilized: (1) simulated-case study and (2) lecture-group discussion.

Special efforts were made to utilize the services of consultants within the Council's own special education community. As a result of personal interviews with Special Education Directors and other needs assessment information, SETAC staff has identified a number of persons with specialized skills in the priority areas. In addition, recommendations were also solicited from members of the Policy Management Committee.

Prior to initiating the regional workshop, SETAC staff sought to secure all materials from the twenty-seven cities relative to their Comprehensive System of Personnel Development and their Individualized Education Programs. These were used as a basis for discussion by all consultants and participants in the workshops.

Materials from other sources were used as well. Through collaboration with Dr. Ashcroft, Director of the National Center on Educational Media and Materials for the Handicapped (NCEMMH), a representative was sent to three of the regional workshops to acquaint participants with the materials and resources available to the Area Learning Resource Centers, including the

application of the National Instructional Materials Information System for the development of effective individualized education programs for every handicapped child.

SETAC staff also sought to use the materials and services afforded by such organizations as the Council for Exceptional Children, the National Association of State Directors of Special Education, the Leadership Training Institute, the Bureau of Education for the Handicapped and others.

Southern Regional Workshop

In order to avoid the danger of snowstorms during the regional workshop period (February-April), the first two regional workshops were held in the Sun Belt. The first took place at the Peachtree Plaza Hotel in Atlanta, Georgia on February 3 and 4.

This initial regional workshop involved forty-seven participants, including at least three from each of the six major Southern cities: Altanta, Dade County, Dallas, Memphis, Nashville and New Orleans. Additional participants attended from Charlotte, North Carolina; Tampa, Florida; Fort Worth, Texas; Houston, Texas; and Sparta, Georgia. Representatives from the State Departments of Georgia and Louisiana were also in attendance.

The first major presentation at each workshop was an overview of federal regulations, made by a top official at the Bureau of Education for the Handicapped. In Atlanta this was done by Dr. Daniel Ringelheim, Director of the Division of Assistance to States at the Bureau of Education for the Handicapped (BEH). A more detailed presentation of the IEP Process was then undertaken by two staff members from the Hillsborough County Public Schools in Florida. They were Stephanie Lawson, Curriculum Coordinator of the Emotionally Disturbed, and Joanne Rocco, Supervisor for the Emotionally Disturbed Program.

At this point, two models of IEP were presented from member cities. Harold Perry, currently CEC President and Director of Special Education in the Memphis Public Schools, described the Memphis approach in conjunction with Geraldine Garrett of the same school system. Allen Sullivan, Director of Special Education for the Dallas Public Schools, presented the Dallas approach in conjunction with Frances Allen, Assistant Superintendent for Adaptive Education. Small group discussions and large group reaction to details of the presentations helped to clarify the issues.

Victor Fuchs, the Assistant Director of the National Center on Educational Media and Materials for the Handicapped, described the services and materials which his agency could provide on the regional level. Linda Lewis of Nero & Associates, under contract with BEH, described Project IEP, and encouraged participation from the large cities.

The Comprehensive System of Personnel Development (CSPD) was next treated by Ed Dambruch, Director of the Teacher Center at the Rhode Island State Department, and Dan Sage, Professor of Special Education at Syracuse University. Dambruch first presented an overview of federal regulations, while Sage examined the planning process in detail.

On the second day, Dambruch presented a generic model for examining the entire CSPD. Sage then described the outcome of the planning and implementation process. Participants then broke up into three groups to discuss in detail planning, implementation and outcomes. Results were then fed back to the total group.

In considering the planning process, participants identified both facilitators and constraints in planning. Facilitators were: (1) legislative - laws, regulations, court decisions; (2) community pressure groups - parents and professionals, and (3) LEA attitudes - reflected in official

policies. Constraints were identified as: (1) fiscal, (2) attitudinal, (3) time-related, (4) methodological, (5) agency relationships and (6) lack of trained personnel in specific areas.

Under implementation, participants specified a number of problem areas and identified the enabling actions that were needed. The problems centered on: (1) shortage of staff development monies; (2) a confluence of additional staff development needs in special education, bilingual education, Title I and local district priorities; (3) need for strong state laws to ensure pre- and in-service training in all areas of exceptionality; (4) need for integrative staff development; and (5) need for changing attitudes through staff involvement.

The enabling actions needed included: (1) seek funding for increasing staff development resources; (2) develop the ability of SEA's to provide technical assistance and monitor staff development; (3) foster increased communication between state agency personnel; (4) provide funds directly to LEA's rather than to intermediate unit for staff development; (5) integrate resource materials for general and special education.

The outcomes identified by participants include: (1) a staff trained to develop an IEP for each child; (2) cooperative relationship between administrators, teachers and support services; (3) upgraded teacher skills; (4) increased parental involvement; (5) increased coordination of services; (6) cooperation between university and school systems for sharing resources and training; (7) additional preparation time for teachers; (8) improved assessment of exceptional students; (9) more resources and resource centers; (10) a commitment from the school system for extensive inservice.

Western Regional Workshop

The evaluation of the Southern Workshop indicated uniformly high ratings for the attainment of the goals of the workshop. Some suggestions for improvement included: less theory, more practice; more participation and interaction, more time for small group sessions; more specificity on the IEP models; more sharing of models between cities; have handouts of transparencies available. These were taken into account in planning the second workshop.

On February 28 and March 1, 1977, the Western Regional Workshop was held at the Oakland Hilton Airport Inn. Like the Southern Meeting, it involved forty-seven people. These included at least three persons from each of the Western Great Cities: Denver, Long Beach, Los Angeles, Oakland, Portland, San Diego and San Francisco. There were also present the state directors of special education from California (Brinegar) and Oregon (McQuiston).

Robert Blackburn, Deputy Superintendent of the Oakland Unified School District, welcomed the group. Daniel Ringelheim, Director of the Division of Assistance to States at BEH, gave the overview of federal reguations, with brief comments from Jack Duncan, Majority Counsel for the House Subcommittee on Select Programs of Education.

Stella Cable, Coordinator of Pupil Services in Special Education in the Los Angeles Unified District, then led a discussion in which the following questions were posed:

1. Will it be necessary to hold more than one committee meeting per pupil, i.e. one for determining eligibility as a handicapped pupil and one for development of IEP short term goals for implementation?

2. At the secondary level as many as 4 or 5 teachers are involved in a student's educational program. Will all teachers have to be involved in development of the IEP and the meeting with parents?
3. With placement of greater number of pupils in the least restrictive alternative will the administrator of a regular school (with little or no knowledge of exceptional children) meet with teacher and parents to discuss implementation of special educational services in the regular classroom?
4. Will referring teacher or receiving teacher (or both) attend IEP committee meeting? If referring teacher only, must receiving teacher have a conference with parents at beginning of school year?
5. Do all changes of IEP require re-convening of original committee, or may receiving teacher have some latitude to make changes without committee action but with parent approval?
6. In a large school district what is the feasibility of the school administrator's participation in parent-teacher conferences for modification of goals or services per pupil?
7. In a large school system there are certain "political" realities that exist regarding authority, responsibility, etc. for all pupils within a given school. What problems or issues may arise relative to placement in least restrictive alternative?

8. Large school districts of necessity will have many IEP committees operating at the same time. How can consistency in interpretation of IEP requirements be maintained?

At this point, Richard Clelland, UCEA Intern at the Council of the Great City Schools, clarified several issues in the law and regulations. Three small group discussions then followed in which local IEP approaches were analyzed. David Piercey of the Northwest Regional Resource Center in Oregon led the discussion in the feedback session. The following issues were raised by the cities designated:

1. Who is required to approve appraisals given on children (Portland)?
2. There is a need to review the use of staff time to determine how staff can be used in the IEP process (Portland).
3. The school team is an answer to allowing better screening and evaluation of students prior to referral. This will lead to the use of local school options prior to referral (Dallas).
4. There are problems of getting vocational education and physical education requirements to come in line with 94-142 (Portland).
5. Who is to determine needed services? The parents or the school? (Oakland, Los Angeles).
6. How should parents be involved/informed of needed services (Oakland)?
7. Should the IEP include all services (including regular programs) or be limited to those of a special or related nature (Los Angeles)?

8. How are secondary personnel to be involved (Denver)?
9. Who sets reasonable bounds or standards on the services (Oakland)?
10. Who is ultimately responsible for program (or "where does the buck stop) (San Diego)?
11. Private schools (Denver, Oakland, Los Angeles, San Francisco)
    a. who evaluates?
    b. who monitors staff quality?
    c. who controls private schools?
    d. parent understanding?
    e. how does the IEP relate to private schools?
12. Why provide IEPs on all children when 94-142 funds will be used only on the unserved (Los Angeles).
13. Systems have portions of their procedures intact and in many instances complying with the IEP requirement will require only minor modification (Dan Ringelheim).
14. Public schools can provide certain programs that are both adequate and appropriate. If parents do not like them they can go to a private school at their own expense (Dan Ringelheim).
15. Districts need assistance in establishing a standard of reasonableness.
16. More clearly stated interpretation of 94-142 regulations would be helpful to districts (Oakland).

Ringelheim intervened on several occasions to clarify several points under contention. Charles Watts, the Director of the California Learning Resource Center and Linda Lewis of Project IEP explained their respective resources and projects.

The Comprehensive System of Personnel Development was handled by Edward Dambruch of Rhode Island and Allen Sullivan of Dallas. Dambruch presented a generic model of personnel development, while Sullivan highlighted the urban perspective on personnel development, on the basis of his extensive personal experience in Minneapolis and Dallas. The small group discussions (3 groups) focused on several separate problem areas.

Midwestern Regional Workshop

The evaluation of the Western Workshop again indicated attainment of goals and a high rating for the individual sessions. Suggestions for improvement included a desire for more specific directions and structure, more use of models particularly with relationship to the IEP, and more time for small group analysis. As a result, a specific IEP model was sought and a restructuring of the small group discussions was implemented for the Midwestern Workshop.

The Midwestern Regional Workshop was held on March 28-29, 1977 at the Sheraton-West Port Inn in St. Louis, Missouri. A record number of fifty-five persons took part. These included at least three people from each of the Midwestern Great Cities: Chicago, Cleveland, Detroit, Milwaukee, Minneapolis, St. Louis and Toledo. Through the efforts of Sam Bonham of the Ohio State Department, representatives of each of the eight large cities in Ohio also participated. Besides the two member Great Cities, this included Akron, Canton, Cincinnati, Columbus, Dayton and Youngstown. Other cities participating were Omaha, Nebraska and Indianapolis, Indiana. Representatives of the State Departments also attended from Ohio, Missouri, Wisconsin and Illinois.

Participants, in their evaluations, found the overview of federal regulations most useful, but the report on media and resources least useful. They suggested more directions in the small group discussions.

Eastern Regional Workshop

As a result of previous evaluations, the session on media and resources was dropped from the final workshop. In its place, a symposium on current legislative efforts regarding the handicapped was adopted. In addition, extensive presentations on the IEP approach in Pittsburgh and Baltimore were made.

The Eastern Regional Workshop took place at the Baltimore Hilton Inn in Baltimore, Maryland on April 18-19. It involved 48 participants. In addition to the seven Great Cities (Baltimore, Boston, Buffalo, D.C., New York, Pittsburgh and Philadelphia), representatives also attended from Wilmington and Yonkers, and the Maryland State Department.

John L. Crew, Sr., Superintendent of the Baltimore Public Schools, gave the opening welcome. Jasper Harvey, Director of the Division of Personnel Preparation at BEH, presented the overview of federal regulations with special reference to IEP and CSPD. He sought to integrate the law, the regulations and the annual program plan.

The Pittsburgh IEP Personnel Development Program was explained by Ron Brown, the Coordinator of the National Learning Resource Center of Pennsylvania. It encompassed ongoing planning and evaluation, individualized educational planning process in which the participants were trained.

The Baltimore Approach to IEP was described by Robert Rinaldi, the Special Education Director of the Baltimore Public Schools. He was assisted by Anita Mauk, Coordinator of the Behavior and Learning Department, and Anna Coplin, Coordinator of the Office of Human Resource Develop-

ment. Barbara Norton, State Coordinator of Project IEP in Wisconsin, explained the goals of her national project.

Three small group discussions explored the issues involved in each approach. Discussions focused on the personnel and fiscal resources needed in this process. Ron Brown led the feedback session.

The Comprehensive System of Personnel Development was again led by Ed Dambruch of Rhode Island. Bill Mulloy, the Director of Special Education for the Dade County School System, described his experiences in establishing a system of personnel development in Dade County, Florida. In small group discussions, the issues involved in personnel development were further explored, under the leadership of Ed Dambruch.

The final session of this workshop was a symposium on current legislative efforts. It involved Shirley Diamond of the National Conference of State Legislatures, Joseph Marinelli, the Federal Liaison for the Florida State Department of Education and Kristi Hanson, Legislative Specialist for the Council of the Great City Schools. They pointed out some of the activities that state organizations were currently involved in, in response to 94-142.

Aftermath

The evaluations of the regional workshops were favorable. They reflect the goal attainment, as well as the utility and appropriateness of individual sessions. Upon the conclusion of these regional workshops, the third and final phase of operation was necessary. This entailed providing direct technical assistance to several key cities responding to clearly identified needs.

Having covered the full gamut of issues in P.L. 94-142 with all Great City special education directors at the National Training Institute, and having covered in greater length two of the key issues with three top administrators from each of the large cities at a Regional Training Institute, the SETAC staff then sought to respond to more specialized needs in each large city school system. This response was facilitated by previous staff activities. The interviews with special education directors, the discussion of issues through regional and national training sessions and prolonged telephone contacts with the school systems enabled this process to be more clearly preceived. The technical assistance interviews constitutes the third and final phase of the SETAC Project.

CONTRIBUTOR BIOGRAPHICAL SKETCHES

RONALD C. BROWN has been Coordinator of the National Learning Resource Center of Pennsylvania, Western Unit, for the past four years. Prior to this position, he was Educational Director of the Millstream School in Westpark, N.Y. Dr. Brown received his doctorate from the University of Pittsburgh in Special Education.

EDWARD DAMBRUCH has been working as Director of the Rhode Island Teacher Center for the past three years. Before assuming this position, he was Principal of Cranston Western Hills in Cranston, Rhode Island. All graduate work has been done at Brown University and Rhode Island College.

JASPER HARVEY has been Director of the Division of Personnel Preparation at the Bureau of Education for the Handicapped for the past year and a half. Prior to that, Dr. Harvey was professor of special education at the University of Texas in Austin. He received his Ph.D. in philosophy from the same institution.

ANTHONY P. KOWALSKI is the Director of the SETAC Project. Prior to that, he was an intern in UCEA's National Leadership Internship Program. He has served as Assistant to the Director of Institutional Research at New York University. For six years prior to that, he was Principal of a high school in New Jersey. He completed his doctorate in Educational Administration at New York University.

JOYCE PAYNE has recently assumed the position of Program Specialist for the National Advisory Council on Women's Educational Programs, Office of Education. Dr. Payne worked at the Council of the Great City Schools as Information Specialist for one year on the SETAC Project before assuming her present position. Dr. Payne received her Ed.D. in Administration from Atlanta University.

ROBERT T. RINALDI is the Assistant Superintendent in charge of Special Education in the Baltimore Public Schools. He has previously served as State Director of Special Education in South Dakota, Principal of the South Development Center in New Castle, Pennsylvania, educational consultant for the handicapped in Pittsburgh and a teacher for six years in New York and Vermont. Mr. Rinaldi is a doctoral candidate at the University of Pittsburgh.

ALLEN R. SULLIVAN has been working for the past 15 months as Deputy Associate Superintendent of Special Education for the Dallas Public School System. Prior to that, he was Director of Special Education in Dallas. He also was an associate professor of psychoeducational studies and urban education at the University of Minnesota for five years. Dr. Sullivan received his Ph.D. from Syracuse University.

J.A. CAMILLE VAUTOUR has been Director of Pupil Services at the South Windsor Public Schools for the past one and a half years. Before assuming this position, he was Director of Pupil Personnel Services at the Tolland Public Schools in Connecticut. Dr. Vautour obtained his doctorate in Special Educational Administration from the University of Connecticut.

MARY BETH VAUTOUR has most recently been a reading consultant in Bozrah, Connecticut for two years. Prior to this, she was a learning disabilities consultant/teacher. Ms. Vautour is currently in the doctoral program in Special Education Administration at the University of Connecticut.

COUNCIL OF THE GREAT CITY SCHOOLS

Executive Committee

Officers

President	Nolan Estes, Dallas
Vice-President	Louise C. Malis, Chicago
Secretary-Treasurer	Alonzo Crim, Atlanta
Past President	Paul R. Tierney, Boston

At-Large Members

Lucille Abrahamson, San Francisco
Irving Anker, New York
Bettie Benjamin, Washington, D.C.
Elbert D. Brooks, Nashville
Arthur Jefferson, Detroit
Ruth Love, Oakland
Arthur Thomas, Philadelphia
Diane Watson, Los Angeles

Standing Committee Chairpersons

Robert W. Blanchard, Portland
Frances Coe, Memphis
Edward S. Foster, Jr., Toledo
Thomas Goodman, San Diego
William Turner, Dade County

Council Staff

Samuel B. Husk, Executive Vice-President
Milton Bins, Senior Associate
Kristi R. Hanson, Legislative Specialist
Carolyn J. Pittman, Executive Assistant
Gail Fullington, Staff Associate
Patricia Clark, Legislative Intern

SETAC Staff

Anthony P. Kowalski, Director
Joan A. Welch, Program Assistant

Oct 6 11 42 AM '77